A Statistical Study on The Educational Profile and Development Needs of CSI Tirunelveli Diocese Schools

IN TENKASI, TIRUNELVELI AND THOOTHUKUDI DISTRICTS

AN INDEPENDENT RESEARCH PROJECT

SUBMITTED BY

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M.Com., M.S.W., B.D.,

Catechist, Researcher

UNDER THE GUIDANCE OF

Rev. A. Jebarathinam

Chairman, North Church Council, CSI Tirunelveli Diocese

IN ACADEMIC ASSOCIATION WITH

CHRISTIAN HISTORICAL SOCIETY

ENGAGE, ENRICH, EMPOWER CHRISTIAN KNOWLEDGE

A STATISTICAL STUDY ON THE EDUCATIONAL PROFILE AND DEVELOPMENT NEEDS OF CSI TIRUNELVELI DIOCESE SCHOOLS IN TENKASI, TIRUNELVELI AND THOOTHUKUDI DISTRICTS

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DECLARATION

I hereby declare that this independent research project entitled "***A Statistical Study on the Educational Profile and Development Needs of CSI Tirunelveli Diocese Schools in Tenkasi, Tirunelveli and Thoothukudi Districts"*** is a bonafide work carried out by me.

The data and information used in this study are true to the best of my knowledge. This project has not been submitted elsewhere for the award of any degree, diploma, or similar academic purpose.

Place: TENKASI

Date: 07-06-2026

Signature of the Researcher

SUJITH S

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SUJITH S

A STATISTICAL STUDY ON THE EDUCATIONAL PROFILE AND DEVELOPMENT NEEDS OF CSI TIRUNELVELI DIOCESE SCHOOLS IN TENKASI, TIRUNELVELI AND THOOTHUKUDI DISTRICTS

ABSTRACT

The present study is titled "A Statistical Study on the Educational Profile and Development Needs of CSI Tirunelveli Diocese Schools in Tenkasi, Tirunelveli and Thoothukudi Districts." The study focuses on CMS and TDTA schools under the CSI Tirunelveli Diocese.

The main objective of the study is to analyse the present condition of the selected schools based on enrolment, teachers, infrastructure, basic facilities, digital facilities, social category-wise students, age-wise students, and priority needs. The study is based on secondary data for the academic year 2024-25.

The final dataset includes 352 schools from Tenkasi, Tirunelveli, and Thoothukudi districts. Among them, 33 schools belong to CMS and 319 schools belong to TDTA. The study uses simple statistical tools such as frequency, percentage, average, ratio, comparison tables, and priority scoring.

The findings show that TDTA schools form the majority of the selected schools. Tirunelveli District has the highest number of schools, students, and teachers. The total enrolment is 22,450 students, and the overall student-teacher ratio is 20.24.

The study also found hidden issues in some schools. These include teacher pressure, classroom pressure, toilet pressure, digital facility gaps, and low enrolment. Digital readiness is weak in many schools. Social category analysis shows that OBC and SC students form a

major share of enrolment. Priority score analysis identified a small number of schools that need special attention.

The study concludes that CMS and TDTA schools continue to play an important role in education and community development. At the same time, school-level planning is needed to improve teacher support, infrastructure, toilet adequacy, digital facilities, and enrolment. The findings may help the CSI Tirunelveli Diocese, school administrators, and community members to plan future development activities.

KEYWORDS:

CSI Tirunelveli Diocese, CMS Schools, TDTA Schools, School Education, Educational Profile, Student Enrolment, Teacher Availability, Student-Teacher Ratio, School Infrastructure, Basic Facilities, Digital Facilities, Social Inclusion, Tenkasi, Tirunelveli, Thoothukudi.

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CHAPTER 1: INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

Education is one of the most important parts of social development. Schools help children to gain knowledge, discipline, values, and life skills. A good school does not only teach lessons, but also supports the overall growth of students. For this reason, it is important to study the condition of schools, especially their student strength, teacher availability, basic facilities, and infrastructure.

The CSI Tirunelveli Diocese has many schools serving children in different parts of southern Tamil Nadu. These schools play an important role in the educational development of students, especially in Tenkasi, Tirunelveli, and Thoothukudi districts. Many of these schools have a long history of service to the community. They continue to provide education to children from different social and economic backgrounds.

In the present situation, school education is facing many changes and challenges. Student enrolment, teacher-student ratio, availability of classrooms, toilets, drinking water, electricity, library, playground, internet, and other facilities are important factors in measuring the development of a school. A proper statistical study can help to understand the present condition of these schools clearly.

This study focuses on CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts. The study uses school-level data for the academic year 2024-25. It examines important details such as enrolment, teachers, school category, management, facilities, and student-related information.

The purpose of this research is to understand the educational profile and development needs of these schools. The findings of the study may help the diocese, school administrators,

teachers, community leaders, and well-wishers to identify the strengths and needs of the schools. This study can also support better planning, decision-making, and future development activities for the benefit of students and the community.

1.2 STATEMENT OF THE PROBLEM

Schools are important institutions for the educational and social development of children. The CSI Tirunelveli Diocese has been serving the community through many CMS and TDTA schools in Tenkasi, Tirunelveli, and Thoothukudi districts. These schools provide education to students from different social and economic backgrounds.

Even though these schools are doing valuable service, there is a need to understand their present condition through proper statistical data. School development cannot be planned only through general opinion. It needs clear information about student enrolment, teacher availability, school category, infrastructure, and basic facilities.

The main problem of this study is the lack of a clear statistical picture of CMS and TDTA schools under the CSI Tirunelveli Diocese in the selected three districts. Without such a study, it may be difficult to identify which schools need more teachers, which schools require better infrastructure, and which areas need more attention.

This research specifically investigates:

- What is the present educational profile of CMS and TDTA schools in Tenkasi, Tirunelveli, and Thoothukudi districts?
- How are the schools distributed by district, school category, and management type?
- What is the enrolment position of boys and girls in these schools?
- What is the teacher availability and student-teacher ratio in these schools?

- What basic facilities and infrastructure are available in these schools?
- Which schools or districts need more development support?

By studying these questions using school-level data, this research aims to give a clear understanding of the present condition and development needs of CSI Tirunelveli Diocese schools.

1.3 OBJECTIVES

- To study the educational profile of CMS and TDTA schools under the CSI Tirunelveli Diocese.
- To analyse the distribution of schools in Tenkasi, Tirunelveli, and Thoothukudi districts.
- To examine student enrolment based on boys, girls, and total students.
- To study teacher availability and student-teacher ratio in the selected schools.
- To analyse the basic facilities and infrastructure available in the schools.
- To compare CMS and TDTA schools based on selected educational indicators.
- To identify schools and areas that need further development support.

1.4 RESEARCH GAP

Many studies are available on school education, student enrolment, infrastructure, and teacher availability in general. Government reports also provide large-scale information about schools at the state and national levels. However, there is limited research that focuses specifically on CMS and TDTA schools under the CSI Tirunelveli Diocese.

There is also a lack of district-level statistical analysis of these schools in Tenkasi, Tirunelveli, and Thoothukudi districts. The present data gives an opportunity to study these

schools in a more focused way. It can show the real condition of the schools in terms of enrolment, teachers, facilities, and development needs.

This study aims to fill this gap by giving a clear statistical picture of CMS and TDTA schools under the CSI Tirunelveli Diocese. The findings may help the diocese, school leaders, teachers, and community members to understand the strengths and needs of the schools and to plan future development activities.

1.5 SCOPE OF THE STUDY

The present study covers CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts. The study focuses on the academic year 2024-25.

The study includes important school-level details such as school name, district, school category, management type, student enrolment, boys' enrolment, girls' enrolment, teacher availability, and basic infrastructure facilities. It also covers selected details related to social category, age-wise enrolment, minority students, CWSN students, EWS, RTE, and school facilities.

The study is limited to the available secondary data. It does not include direct interviews with students, teachers, parents, or school administrators. The study mainly aims to understand the present educational profile and development needs of the selected schools through statistical analysis.

1.6 RESEARCH METHODOLOGY

This research work has been conducted on the basis of statistical methods using available school-level data.

1.6.1 TYPE OF RESEARCH

The present research is a descriptive and analytical study.

It is ***descriptive*** because it explains the present condition of CMS and TDTA schools in Tenkasi, Tirunelveli, and Thoothukudi districts. It describes the number of schools, student enrolment, teacher availability, school categories, and facilities.

It is ***analytical*** because it compares schools based on selected indicators such as district, school group, enrolment, teacher-student ratio, and infrastructure facilities. The study uses simple statistical tools such as frequency, percentage, average, ratio, and comparison tables.

1.6.2 DATA USED

This study uses secondary data.

The data has been collected from school-level records available for the academic year 2024-25. The dataset includes CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts.

The data contains details about school profile, location, enrolment, teachers, social category, age-wise details, and school facilities.

1.6.3 COLLECTION OF DATA

SECONDARY DATA COLLECTION

The present study is based on secondary data. The data was obtained from the available school dataset from udiseplus.gov.in for CMS and TDTA schools under the CSI Tirunelveli Diocese.

The collected data was filtered to include only schools from the following districts:

- Tenkasi

- Tirunelveli
- Thoothukudi

The data was also filtered to include only the following school groups:

- CMS
- TDTA

After filtering, the final dataset contains 352 schools. This filtered data is used for statistical analysis in the study.

1.7 SAMPLING DESIGN

The present study is based on secondary data. Therefore, no sample survey was conducted.

The study includes all available CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts. Since all available schools in the selected area are included, this study follows a census method.

1.7.1 SAMPLING METHOD

The study uses the ***census*** method.

In this method, all available units related to the study are included. Here, all CMS and TDTA schools available in the selected three districts are taken for analysis. No random sampling method is used.

1.7.2 SAMPLE SIZE DETERMINATION

Since this study uses the census method, no formula is needed to determine the sample size. The final dataset contains 352 schools.

1.7.3 SAMPLE DISTRIBUTION

TABLE 1.1

DISTRIBUTION OF SCHOOLS BY SCHOOL GROUP AND DISTRICT

S.No.	School Group	District	Number of Schools
1	CMS	Tenkasi	3
2	CMS	Tirunelveli	28
3	CMS	Thoothukudi	2
4	TDTA	Tenkasi	107
5	TDTA	Tirunelveli	189
6	TDTA	Thoothukudi	23
	Total		**352**

Source: Secondary Data

The above table shows that the study includes 352 schools. Among them, TDTA schools are higher in number than CMS schools. Tirunelveli district has the highest number of schools in the dataset.

1.8 STATISTICAL ANALYSIS

The collected secondary data will be analysed using SPSS software. Simple statistical tools will be used for the study.

The following statistical methods will be used:

- Frequency
- Percentage
- Mean
- Ratio
- Cross-tabulation

- Charts and tables
- Comparison between CMS and TDTA schools
- Comparison among Tenkasi, Tirunelveli, and Thoothukudi districts
- Independent sample t-test
- One-way ANOVA
- Chi-square test
- Pearson correlation
- Paired sample t-test

The analysis will help to understand the enrolment position, teacher availability, student-teacher ratio, infrastructure facilities, basic facilities, digital facilities, and social category-wise profile of the selected schools. Hypothesis testing will also help to identify whether selected differences and relationships are statistically significant.

1.9 HYPOTHESES OF THE STUDY

The following hypotheses are framed for the study:

H1: There is no significant difference between CMS and TDTA schools in student enrolment.

H2: There is no significant difference between CMS and TDTA schools in teacher availability.

H3: There is no significant difference among Tenkasi, Tirunelveli, and Thoothukudi districts in school infrastructure facilities.

H4: There is no significant relationship between student enrolment and number of teachers in the selected schools.

H5: There is no significant difference between boys' enrolment and girls' enrolment in the selected schools.

1.10 LIMITATIONS

The study has the following limitations:

- The study is limited to CMS and TDTA schools under the CSI Tirunelveli Diocese.
- The study covers only Tenkasi, Tirunelveli, and Thoothukudi districts.
- The study is based only on secondary data.
- The study uses data for the academic year 2024-25 only.
- The accuracy of the study depends on the accuracy of the available dataset.
- The study does not include personal opinions of students, teachers, parents, or school administrators.

1.11 PILOT STUDY

A pilot study is not required for this research because the study is based on secondary data. No questionnaire or interview schedule was prepared for collecting primary data. Therefore, pilot testing was not conducted. However, the dataset was checked before analysis to identify the required variables and to filter the schools related to CMS and TDTA in the selected districts.

1.12 PERIOD OF THE STUDY

The present study is based on data for the academic year 2024-25.

1.13 SCHEME OF THE REPORT

The report of the study is organized into five chapters:

Chapter 1: Introduction and Design of the Study

Chapter 2: Review of Literature

Chapter 3: Profile of CSI Tirunelveli Diocese Schools

Chapter 4: Data Analysis and Interpretation

Chapter 5: Summary, Findings, Suggestions and Conclusion

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CHAPTER 2: REVIEW OF LITERATURE

CHAPTER 2: REVIEW OF LITERATURE

2.1 INTRODUCTION TO THE LITERATURE REVIEW

Review of literature is an important part of every research study. It helps the researcher to understand what has already been studied in the selected area. It also helps to identify the research gap and the need for the present study.

The present study is related to CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts. Therefore, this chapter reviews literature related to school education, student enrolment, teacher availability, school infrastructure, educational data, and school planning.

2.2 SCHOOL EDUCATION AND SOCIAL DEVELOPMENT

2.2.1 IMPORTANCE OF SCHOOL EDUCATION

School education is the foundation for the development of children and society. It helps students to develop knowledge, discipline, values, communication skills, and social responsibility. It also prepares children to face future challenges and become responsible citizens. A good school environment supports not only academic learning but also character formation, confidence, creativity, and moral values.

Education plays an important role in improving the quality of life. It creates better opportunities for employment, social mobility, and personal growth. It also helps to reduce poverty, inequality, and social backwardness. Therefore, school education is considered one of the most important tools for individual and community development.

The National Education Policy 2020 states that school education should provide access, equity, quality, affordability, and accountability. It gives importance to the overall development of students and the improvement of school education at all levels. The policy also stresses the

need for inclusive education, proper infrastructure, trained teachers, and better learning opportunities for all children.

This is related to the present study because CMS and TDTA schools serve children from different social and economic backgrounds. Many of these schools are located in rural and semi-urban areas and continue to support the educational needs of local communities. Therefore, studying the profile and development needs of these schools is important for understanding their role in community education.

2.2.2 ROLE OF COMMUNITY AND DIOCESE SCHOOLS

Community-based and church-based schools have played an important role in the spread of education in many parts of India. In Tamil Nadu, many Christian institutions have contributed to school education, especially among poor and rural communities.

CMS and TDTA schools under the CSI Tirunelveli Diocese have been serving students in southern Tamil Nadu for many centuries. These schools are not only educational institutions but also community service institutions. They support children from different backgrounds and help in the social development of the region.

2.3 SCHOOL ENROLMENT AND EDUCATIONAL ACCESS

2.3.1 STUDENT ENROLMENT IN INDIAN SCHOOLS

Student enrolment is one of the main indicators used to understand the condition of schools. Enrolment shows how many children are studying in a school. It also helps to understand the demand for education in a particular area.

The UDISE+ reports published by the Ministry of Education provide detailed information about school enrolment in India. These reports show the number of students

enrolled in different classes, school categories, and management types. Such data is useful for planning teachers, classrooms, facilities, and other resources.

In the present study, student enrolment is an important variable. The study analyses total students, boys, girls, and class-wise enrolment in CMS and TDTA schools.

2.3.2 GENDER DIFFERENCE IN SCHOOL ENROLMENT

Gender equality in education is an important social goal. Equal enrolment of boys and girls shows that both genders are getting educational opportunities. If girls' enrolment is low in any school or area, it may indicate social or economic barriers.

The Annual Status of Education Report studies children's enrolment and learning levels in India. It shows the importance of continuous monitoring of school participation. In the present study, boys' and girls' enrolment are analysed to understand gender balance in CMS and TDTA schools.

2.4 TEACHER AVAILABILITY AND STUDENT-TEACHER RATIO

2.4.1 IMPORTANCE OF TEACHERS IN SCHOOL EDUCATION

Teachers are the most important part of the school system. A school may have buildings and facilities, but without enough teachers, quality education cannot be provided. Teachers guide students, explain lessons, maintain discipline, and support learning.

The Right of Children to Free and Compulsory Education Act, 2009 gives importance to teacher availability and school standards. It shows that proper teacher strength is necessary for effective school education.

In the present study, teacher availability is studied by using the number of teachers in each school. This helps to identify schools that may need more teaching staff.

2.4.2 STUDENT-TEACHER RATIO AND SCHOOL QUALITY

Student-teacher ratio means the number of students for one teacher. It is calculated by dividing total students by total teachers.

A high student-teacher ratio means one teacher has to handle many students. This may affect teaching quality and individual attention. A low student-teacher ratio may help teachers to give better attention to students.

The present study uses student-teacher ratio as an important indicator. It helps to compare CMS and TDTA schools and also compare schools across Tenkasi, Tirunelveli, and Thoothukudi districts.

2.5 SCHOOL INFRASTRUCTURE AND BASIC FACILITIES

2.5.1 BASIC FACILITIES IN SCHOOLS

Basic facilities are necessary for a safe and healthy learning environment. Important school facilities include classrooms, drinking water, toilets, electricity, boundary wall, handwashing facility, library, playground, ramps, and furniture.

The UDISE+ data collection system includes many details about school infrastructure. This shows that infrastructure is considered an important part of educational planning.

In the present study, school facilities are analysed to understand the infrastructure condition of CMS and TDTA schools. This can help to identify schools that need improvement.

2.5.2 TOILETS, DRINKING WATER AND ELECTRICITY

Toilets, drinking water, and electricity are basic needs in every school. Separate and functional toilets are especially important for girls' education. Drinking water supports health and hygiene. Electricity helps schools to use fans, lights, computers, and digital devices.

If these facilities are missing or not functional, it can affect student attendance and school quality. Therefore, the present study includes these facilities as important indicators.

2.5.3 DIGITAL AND PHYSICAL INFRASTRUCTURE

In the present education system, digital facilities are becoming important. Computers, internet, projectors, printers, smart boards, and ICT labs support modern teaching and learning.

The National Education Policy 2020 gives importance to technology in education. It encourages the use of digital resources for improving learning. In the present study, digital facilities in CMS and TDTA schools can be analysed to understand digital readiness.

2.6 EDUCATIONAL DATA AND SCHOOL PLANNING

2.6.1 ROLE OF UDISE+ DATA IN SCHOOL EDUCATION

UDISE+ stands for Unified District Information System for Education Plus. It is an important school data system used in India. It collects school-level information related to enrolment, teachers, infrastructure, facilities, and other educational indicators.

The Ministry of Education explains that reliable and updated data is necessary for educational planning and decision-making. UDISE+ helps the government and institutions to understand the condition of schools.

The present study is also based on school-level data. Therefore, the use of statistical data helps to give a clear picture of CMS and TDTA schools.

2.6.2 USE OF STATISTICS IN EDUCATIONAL PLANNING

Statistics helps to convert raw data into meaningful information. In educational research, statistical tools such as frequency, percentage, average, ratio, and cross-tabulation are commonly used.

Kothari and Garg explain that research methodology and statistical analysis are important for making valid conclusions. In the present study, statistics will help to understand the number of schools, student strength, teacher availability, facilities, and district-wise differences.

2.7 INCLUSION IN SCHOOL EDUCATION

2.7.1 SOCIAL CATEGORY AND MINORITY STUDENTS

Inclusive education means providing education for all children without discrimination. Schools include students from different social categories such as General, SC, ST, OBC, and minority communities.

Studying social category and minority enrolment helps to understand whether schools are serving different sections of society. In the present study, such data is useful to understand the social role of CMS and TDTA schools.

2.7.2 CWSN, EWS AND RTE STUDENTS

CWSN means Children With Special Needs. EWS means Economically Weaker Section. RTE refers to the Right to Education.

These categories are important in school education because they show whether schools are supporting children who need special care or social support. The present study includes these variables where data is available.

2.8 THEORETICAL FRAMEWORK

The present study is based on the idea that schools are social institutions. A school's development depends on students, teachers, infrastructure, management, and community support.

The study follows a descriptive and analytical framework. It describes the present condition of CMS and TDTA schools and analyses differences based on district, school group, enrolment, teachers, and facilities.

2.9 RESEARCH GAPS IN THE LITERATURE

From the available literature, it is clear that many studies and reports are available on school education in India. UDISE+ reports provide national and state-level data. ASER reports focus on enrolment and learning outcomes. The National Education Policy 2020 gives policy-level guidance for improving school education.

However, there is limited research specifically on CMS and TDTA schools under the CSI Tirunelveli Diocese. There is also a lack of statistical research on these schools in Tenkasi, Tirunelveli, and Thoothukudi districts.

The present study fills this gap by analysing 352 CMS and TDTA schools using school-level data for the academic year 2024-25.

2.10 SUMMARY

This chapter reviewed literature related to school education, enrolment, teacher availability, infrastructure, educational data, and inclusion. The review shows that proper school-level data is important for educational planning and development.

The review also shows that CMS and TDTA schools under the CSI Tirunelveli Diocese need a focused statistical study. Therefore, the present research is useful for understanding the present condition and development needs of these schools.

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CHAPTER 3: PROFILE OF CSI TIRUNELVELI DIOCESE SCHOOLS

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CHAPTER 3: PROFILE OF CSI TIRUNELVELI DIOCESE SCHOOLS

3.1 INTRODUCTION

Education is an important part of social and community development. Schools help children to gain knowledge, discipline, values, and life skills. They also support the overall growth of students and help them to become responsible members of society.

The CSI Tirunelveli Diocese has been serving the community through many educational institutions. CMS and TDTA schools under the diocese have played an important role in providing education to children in Tenkasi, Tirunelveli, and Thoothukudi districts. These schools serve students from different social, economic, and religious backgrounds.

This chapter gives the profile of CSI Tirunelveli Diocese schools selected for the study. It includes the overview of the diocese, educational service, profile of CMS and TDTA schools, geographical area of the study, school distribution, student enrolment, teacher profile, student-teacher ratio, infrastructure, basic facilities, digital facilities, social category-wise student profile, and age-wise student profile.

The purpose of this chapter is to understand the present condition of the selected schools before moving into detailed statistical analysis. This profile will help to know the background, strength, and basic educational position of CMS and TDTA schools under the CSI Tirunelveli Diocese.

3.2 OVERVIEW OF CSI TIRUNELVELI DIOCESE

The CSI Tirunelveli Diocese is one of the important dioceses of the Church of South India. It is located in the southern part of Tamil Nadu. The diocese has a long history of religious, educational, medical, and social service.

The Church of South India was formed as a united church by bringing together different Christian traditions. The Tirunelveli Diocese became an important part of this mission in South Tamil Nadu. The diocese has served people through churches, schools, colleges, hospitals, and community development activities.

Education has been one of the major services of the CSI Tirunelveli Diocese. Many schools under the diocese were started with the aim of giving education to children, especially in rural and socially backward areas. These schools helped many first-generation learners to get school education.

CMS and TDTA schools are part of this educational service. These schools have contributed to the spread of education in Tenkasi, Tirunelveli, and Thoothukudi districts. They continue to serve students from different social and economic backgrounds.

In the present study, the focus is on CMS and TDTA schools under the CSI Tirunelveli Diocese. The study analyses the profile of these schools using school-level data for the academic year 2024-25.

3.3 EDUCATIONAL SERVICE OF CSI TIRUNELVELI DIOCESE

Education is one of the important services of the CSI Tirunelveli Diocese. The diocese has contributed to the growth of school education in southern Tamil Nadu for many years. Through its schools, the diocese has helped many children to receive basic and formal education.

The educational service of the diocese is mainly focused on providing education to children from different social and economic backgrounds. Many of these schools serve rural and semi-urban communities. They have helped students from ordinary families to continue their studies and improve their future opportunities.

CMS and TDTA schools are important parts of this educational service. These schools provide primary, upper primary, secondary, and higher secondary education in different places. They support not only academic learning but also discipline, values, character formation, and social responsibility.

The schools under the diocese also play an important role in community development. By educating children, these schools indirectly support families and society. They help to reduce educational inequality and create opportunities for social progress.

The present study focuses on the educational profile of CMS and TDTA schools in Tenkasi, Tirunelveli, and Thoothukudi districts. This helps to understand the present condition and development needs of these schools.

3.4 PROFILE OF CMS AND TDTA SCHOOLS

CMS and TDTA schools are important educational institutions under the CSI Tirunelveli Diocese. These schools are located in different parts of Tenkasi, Tirunelveli, and Thoothukudi districts. They provide education to children from various social and economic backgrounds.

CMS stands for Church Missionary Society. CMS schools have a historical connection with missionary educational service. These schools have contributed to the spread of education and social development in southern Tamil Nadu.

TDTA stands for Tirunelveli Diocesan Trust Association. TDTA schools are also part of the educational service of the CSI Tirunelveli Diocese. Many TDTA schools are located in rural and semi-urban areas and serve students from ordinary families.

In the present study, both CMS and TDTA schools are included for analysis. The study uses school-level data for the academic year 2024-25. The final dataset contains 352 schools from Tenkasi, Tirunelveli, and Thoothukudi districts.

Among the selected schools, there are 33 CMS schools and 319 TDTA schools. These schools include primary, upper primary, secondary, and higher secondary levels. The profile of these schools helps to understand their educational role, student strength, teacher availability, and infrastructure facilities.

3.5 GEOGRAPHICAL AREA OF THE STUDY

The geographical area of the present study covers three districts in southern Tamil Nadu. They are Tenkasi, Tirunelveli, and Thoothukudi. These districts come under the educational service area of CMS and TDTA schools under the CSI Tirunelveli Diocese.

The selected districts have both rural and urban areas. Many schools in these districts serve children from ordinary families, rural communities, and socially different backgrounds. Therefore, studying schools in these districts is useful for understanding the educational service and development needs of the diocese schools.

The present study includes only CMS and TDTA schools located in Tenkasi, Tirunelveli, and Thoothukudi districts. Schools from other districts are not included in this study.

The district-wise profile helps to understand the distribution of schools, student enrolment, teacher availability, and facilities across the selected geographical area. This gives a clear background for the statistical analysis of the study.

3.5.1 TENKASI DISTRICT

Tenkasi District is one of the selected geographical areas of the present study. It is located in the southern part of Tamil Nadu. The district has many rural and semi-urban areas, and education plays an important role in the development of the people.

CMS and TDTA schools in Tenkasi District serve children from different social and economic backgrounds. Many of these schools provide basic education to students from ordinary families. These schools help the local community by giving access to school education.

In the present study, Tenkasi District has both CMS and TDTA schools. The dataset includes 110 schools from Tenkasi District. Among them, 3 are CMS schools and 107 are TDTA schools.

The inclusion of Tenkasi District in this study helps to understand the educational profile, student enrolment, teacher availability, and school facilities in this area.

3.5.2 TIRUNELVELI DISTRICT

Tirunelveli District is an important geographical area of the present study. It is one of the major districts in southern Tamil Nadu and has a long educational and cultural history. The CSI Tirunelveli Diocese has strong historical and educational connections with this district.

CMS and TDTA schools in Tirunelveli District have contributed to the spread of education for many years. These schools serve students from different social, economic, and religious backgrounds. Many schools are located in rural, semi-urban, and urban areas.

In the present study, Tirunelveli District has the highest number of selected schools. The dataset includes 217 schools from Tirunelveli District. Among them, 28 are CMS schools and 189 are TDTA schools.

The inclusion of Tirunelveli District is important because it represents the major share of CMS and TDTA schools under the selected study area. This helps to understand the educational service, student enrolment, teacher availability, and infrastructure facilities in the district.

3.5.3 THOOTHUKKUDI DISTRICT

Thoothukudi District is one of the selected districts in the present study. It is located in the southern part of Tamil Nadu. The district has both urban and rural areas, and schools play an important role in the educational development of children.

CMS and TDTA schools in Thoothukudi District serve students from different social and economic backgrounds. These schools help the local community by providing school education and supporting the educational growth of children.

In the present study, the dataset includes 25 schools from Thoothukudi District. Among them, 2 are CMS schools and 23 are TDTA schools.

The inclusion of Thoothukudi District helps to understand the educational profile of CMS and TDTA schools in this area. It also supports comparison with Tenkasi and Tirunelveli districts in terms of school distribution, enrolment, teachers, and facilities.

3.6 DISTRIBUTION OF SCHOOLS BY DISTRICT

The distribution of schools by district shows the number of CMS and TDTA schools located in Tenkasi, Tirunelveli, and Thoothukudi districts. This analysis helps to understand the geographical spread of the selected schools in the study area.

District-wise distribution is important because the number of schools may differ from one district to another. Some districts may have more schools due to historical, social, educational, or community-related reasons. By studying the district-wise distribution, it is possible to identify which district has the highest concentration of schools and which district has fewer schools.

This also helps to understand the educational presence of CSI Tirunelveli Diocese schools in the selected districts. The analysis provides a basic background for further comparison of enrolment, teacher availability, infrastructure, and facilities across the three districts.

TABLE 3.1: DISTRIBUTION OF SCHOOLS BY DISTRICT

District	Number of Schools	Percentage (%)
Tenkasi	110	31.25
Tirunelveli	217	61.65
Thoothukudi	25	7.10
Total	**352**	**100.00**

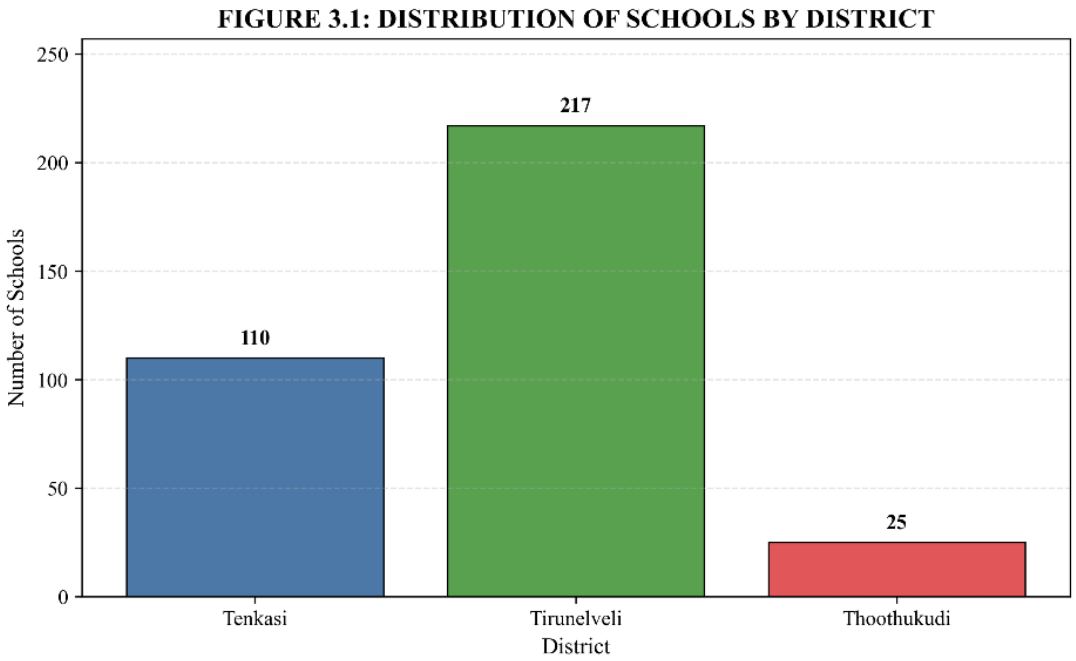
Source: Secondary Data

INTERPRETATION:

The table shows that out of 352 schools, 217 schools are located in Tirunelveli District, forming 61.65 percent of the total schools. Tenkasi District has 110 schools, which is 31.25 percent. Thoothukudi District has 25 schools, which is 7.10 percent.

This shows that the majority of CMS and TDTA schools in the selected study area are located in Tirunelveli District.

FIGURE 3.1: DISTRIBUTION OF SCHOOLS BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of schools with 217 schools, representing 61.65 percent of the total.

3.7 DISTRIBUTION OF SCHOOLS BY SCHOOL GROUP

The distribution of schools by school group shows the number of CMS and TDTA schools included in the study. This helps to understand the share of each school group in the selected dataset.

TABLE 3.2: DISTRIBUTION OF SCHOOLS BY SCHOOL GROUP

School Group	Number of Schools	Percentage (%)
CMS	33	9.38
TDTA	319	90.62
Total	**352**	**100.00**

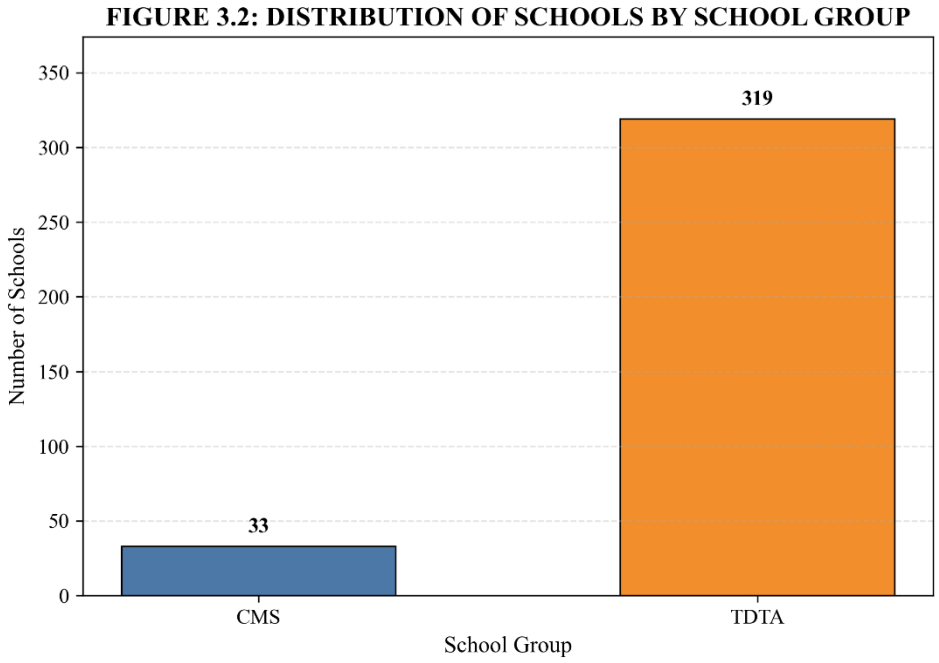
Source: Secondary Data

INTERPRETATION:

The table shows that out of 352 schools, 319 schools belong to TDTA, forming 90.62 percent of the total schools. CMS has 33 schools, which is 9.38 percent of the total.

This shows that TDTA schools form the major part of the selected schools under the CSI Tirunelveli Diocese in the study area.

FIGURE 3.2: DISTRIBUTION OF SCHOOLS BY SCHOOL GROUP



MAJORITY:

TDTA schools form the majority with 319 schools, representing 90.62 percent of the total.

3.8 DISTRIBUTION OF SCHOOLS BY SCHOOL CATEGORY

The distribution of schools by school category shows the level of education offered by the selected CMS and TDTA schools. It helps to understand whether the schools are primary, upper primary, secondary, or higher secondary level schools.

TABLE 3.3: DISTRIBUTION OF SCHOOLS BY SCHOOL CATEGORY

School Category	Number of Schools	Percentage (%)
Primary	263	74.72
Primary with Upper Primary	76	21.59
Upper Primary and Secondary	8	2.27
Upper Primary, Secondary and Higher Secondary	4	1.14
Primary with Upper Primary, Secondary and Higher Secondary	1	0.28
Total	**352**	**100.00**

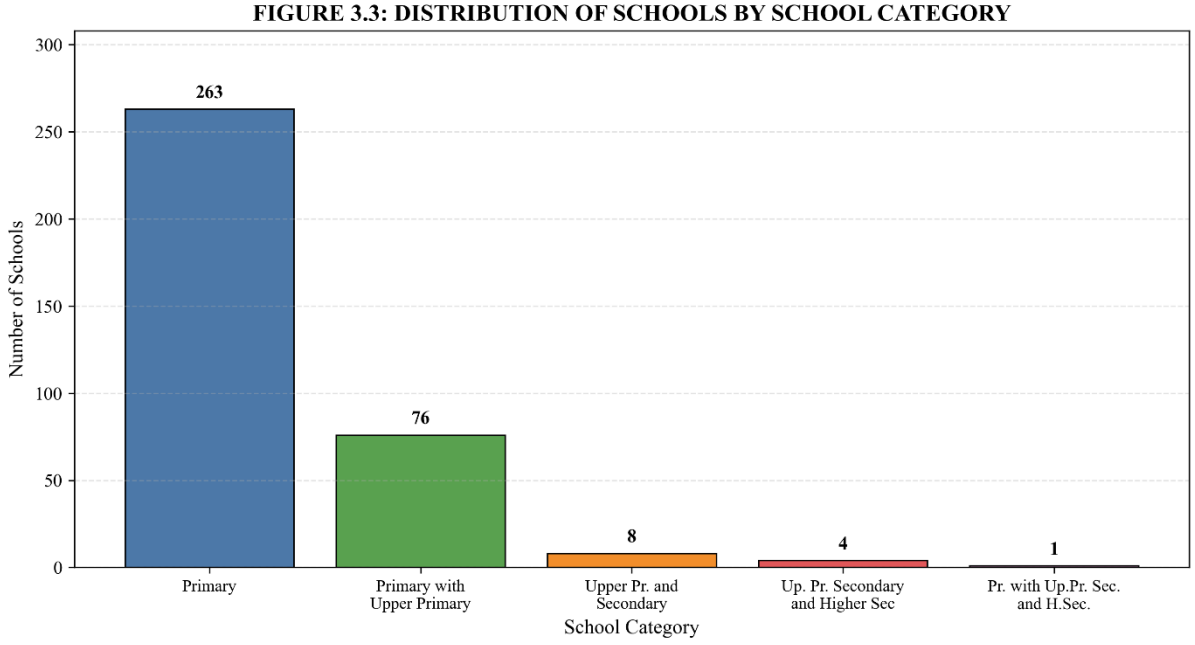
Source: Secondary Data

INTERPRETATION:

The table shows that out of 352 schools, 263 schools are primary schools, forming 74.72 percent of the total. Primary with upper primary schools are 76, forming 21.59 percent. Other categories have only a small number of schools.

This shows that most of the selected CMS and TDTA schools are primary-level schools.

FIGURE 3.3: DISTRIBUTION OF SCHOOLS BY SCHOOL CATEGORY



MAJORITY:

Primary schools form the majority with 263 schools, representing 74.72 percent of the total.

3.9 DISTRIBUTION OF SCHOOLS BY MANAGEMENT TYPE

The distribution of schools by management type shows the administrative category of the selected CMS and TDTA schools. This helps to understand whether the schools are government aided, private unaided, or under the Department of Education.

TABLE 3.4: DISTRIBUTION OF SCHOOLS BY MANAGEMENT TYPE

Management Type	Number of Schools	Percentage (%)
Government Aided	349	99.15
Private Unaided (Recognized)	2	0.57
Department of Education	1	0.28
Total	**352**	**100.00**

Source: Secondary Data

INTERPRETATION:

The table shows that out of 352 schools, 349 schools are government aided, forming 99.15 percent of the total. Private unaided recognized schools are 2, forming 0.57 percent. Only 1 school comes under the Department of Education, forming 0.28 percent.

The two Private Unaided (Recognized) schools are:

School Name	School Group	District	Area/Block
TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM	TDTA	Tirunelveli	Palay-Rural
TDTA PRIMARY SCHOOL KADAYALURUTTI	TDTA	Tenkasi	Melaneelithanallur / Sendamangalam

Source: Secondary Data

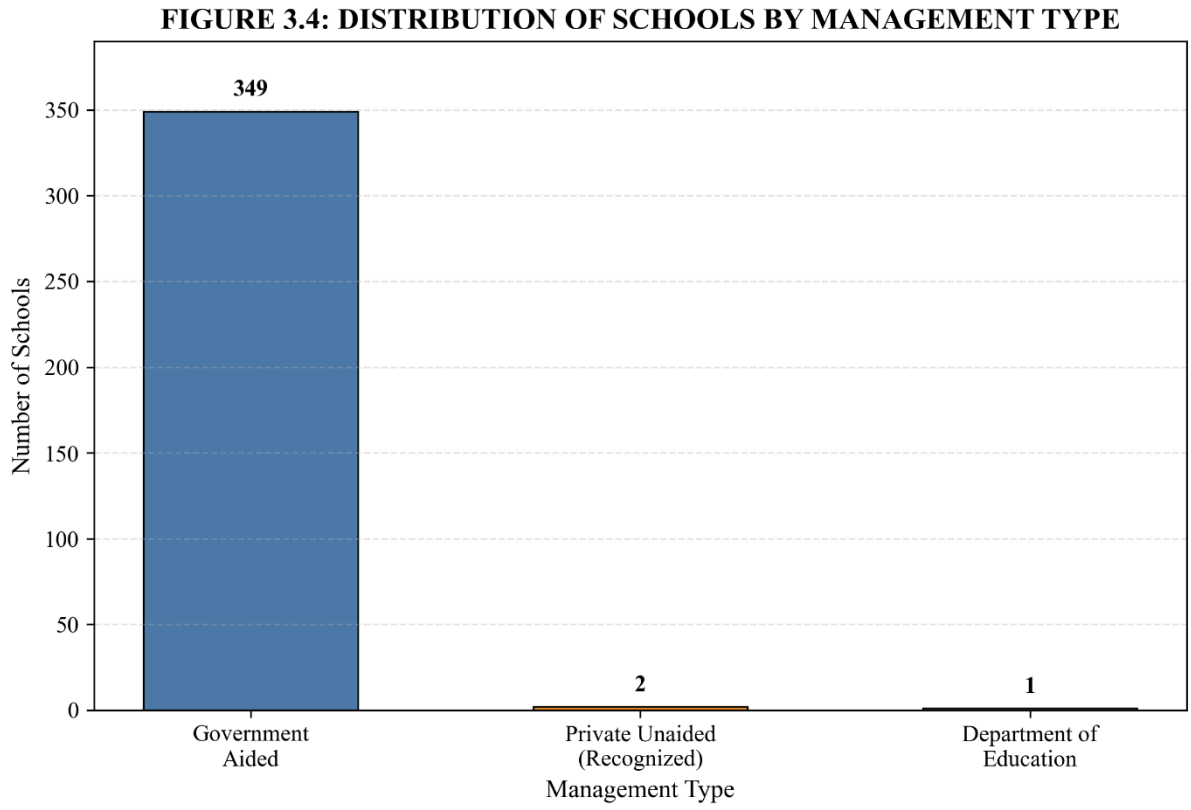
The Department of Education school is:

School Name	School Group	District	Area/Block
CMS MANAKAVALAM HOSPITAL ST	CMS	Tirunelveli	Palay-Urban

Source: Secondary Data

This shows that almost all selected CMS and TDTA schools are government aided schools. Only three schools come under other management types.

FIGURE 3.4: DISTRIBUTION OF SCHOOLS BY MANAGEMENT TYPE



MAJORITY:

Government aided schools form the majority with 349 schools, representing 99.15 percent of the total.

3.10 STUDENT ENROLMENT PROFILE

Student enrolment is an important indicator in school education. It shows the number of students studying in the selected schools. The enrolment profile helps to understand the strength of boys, girls, and total students in CMS and TDTA schools under the CSI Tirunelveli Diocese.

TABLE 3.5: STUDENT ENROLMENT PROFILE

Enrolment Category	Number of Students	Percentage (%)
Boys	11,633	51.82
Girls	10,817	48.18
Total	**22,450**	**100.00**

Source: Secondary Data

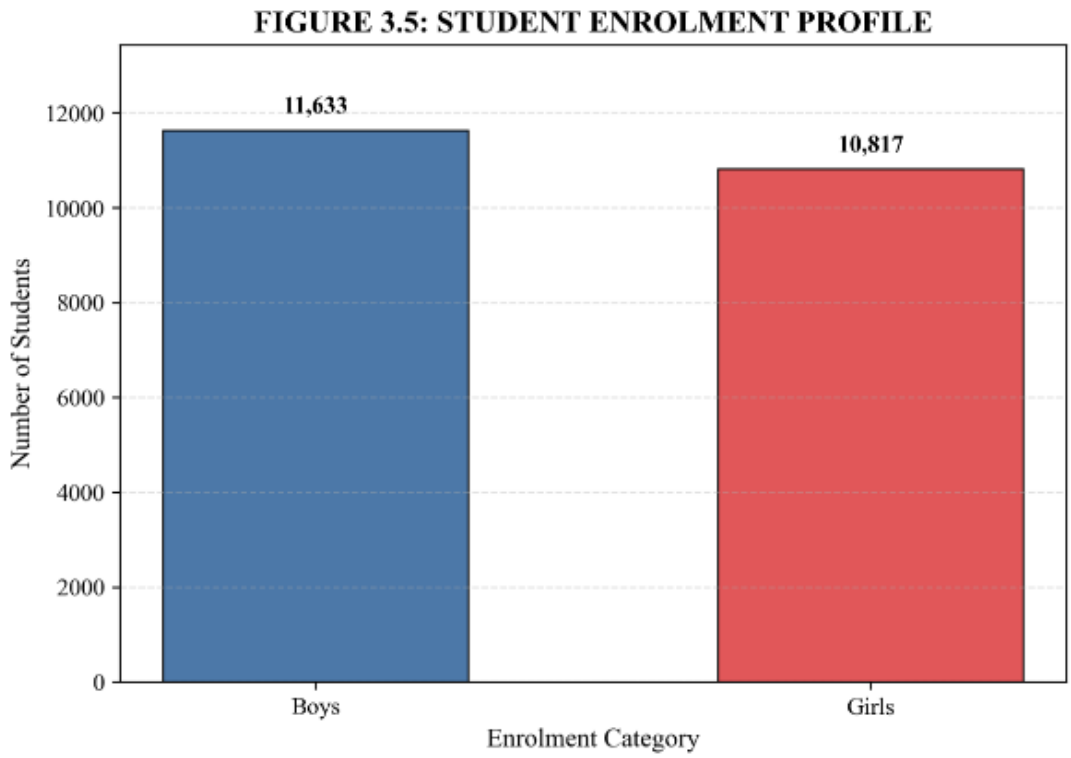
INTERPRETATION:

The table shows that the selected 352 schools have a total enrolment of 22,450 students. Among them, 11,633 are boys, forming 51.82 percent of the total enrolment. Girls are 10,817, forming 48.18 percent.

This shows that boys' enrolment is slightly higher than girls' enrolment in the selected CMS and TDTA schools. The difference between boys and girls is 816 students. Although boys are higher in number, the percentage difference is not very large.

The enrolment profile indicates that both boys and girls are actively studying in these schools. This also shows that the selected schools provide educational access to both genders. However, the slight difference in favour of boys can be studied further at the district and school level to understand whether any local gender gap exists.

FIGURE 3.5: STUDENT ENROLMENT PROFILE



MAJORITY:

Boys form the majority with 11,633 students, representing 51.82 percent of the total enrolment.

3.10.1 BOYS' ENROLMENT

Boys' enrolment shows the number of male students studying in the selected CMS and TDTA schools. The district-wise boys' enrolment helps to understand which district has the highest number of boys studying in these schools.

TABLE 3.6: BOYS' ENROLMENT BY DISTRICT

District	Number of Boys	Percentage (%)
Tenkasi	3,865	33.22
Tirunelveli	5,403	46.45

Thoothukudi	2,365	20.33
Total	**11,633**	**100.00**

Source: Secondary Data

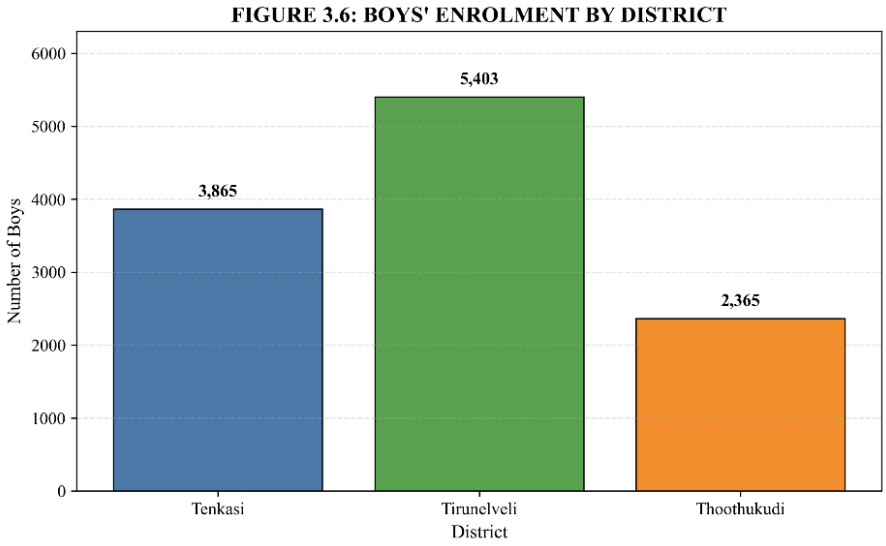
INTERPRETATION:

The table shows that out of 11,633 boys, 5,403 boys are studying in Tirunelveli District, forming 46.45 percent of the total boys' enrolment. Tenkasi District has 3,865 boys, which represents 33.22 percent. Thoothukudi District has 2,365 boys, forming 20.33 percent.

This shows that boys' enrolment is highest in Tirunelveli District. The reason may be that Tirunelveli has the highest number of selected schools in the study area. Tenkasi also has a considerable share of boys' enrolment, while Thoothukudi has the lowest share among the three districts.

The district-wise boys' enrolment pattern helps to understand where the male student population is more concentrated. It also provides a basis for comparing boys' enrolment with girls' enrolment in the selected CMS and TDTA schools.

FIGURE 3.6: BOYS' ENROLMENT BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of boys' enrolment with 5,403 students, representing 46.45 percent.

3.10.2 GIRLS' ENROLMENT

Girls' enrolment shows the number of female students studying in the selected CMS and TDTA schools. The district-wise girls' enrolment helps to understand the participation of girls in school education across the selected districts.

TABLE 3.7: GIRLS' ENROLMENT BY DISTRICT

District	Number of Girls	Percentage (%)
Tenkasi	3,902	36.07
Tirunelveli	5,418	50.09
Thoothukudi	1,497	13.84
Total	**10,817**	**100.00**

Source: Secondary Data

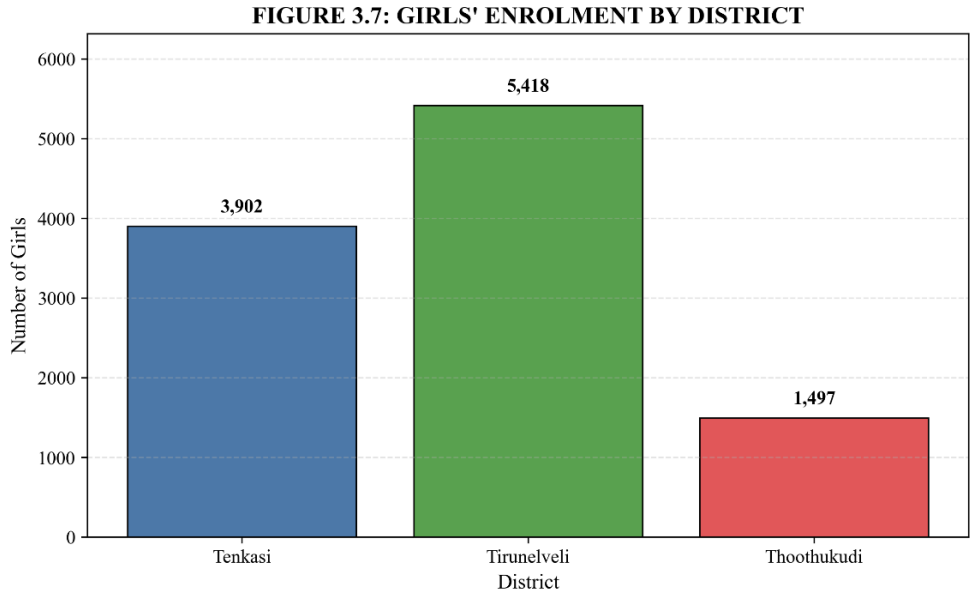
INTERPRETATION:

The table shows that out of 10,817 girls, 5,418 girls are studying in Tirunelveli District, forming 50.09 percent of the total girls' enrolment. Tenkasi District has 3,902 girls, which represents 36.07 percent. Thoothukudi District has 1,497 girls, forming 13.84 percent.

This shows that girls' enrolment is highest in Tirunelveli District. Tenkasi District also has a considerable share of girls' enrolment, while Thoothukudi District has the lowest share among the three districts.

The higher girls' enrolment in Tirunelveli may be due to the larger number of selected schools in that district. This district-wise pattern helps to understand the participation of girls in CMS and TDTA schools and provides a basis for further gender-wise comparison

.FIGURE 3.7: GIRLS' ENROLMENT BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of girls' enrolment with 5,418 students, representing 50.09 percent.

3.10.3 TOTAL ENROLMENT

Total enrolment shows the complete number of students studying in the selected CMS and TDTA schools. It includes both boys and girls. The district-wise total enrolment helps to understand which district has the highest student strength.

TABLE 3.8: TOTAL ENROLMENT BY DISTRICT

District	Total Enrolment	Percentage (%)
Tenkasi	7,767	34.60

Tirunelveli	10,821	48.20
Thoothukudi	3,862	17.20
Total	**22,450**	**100.00**

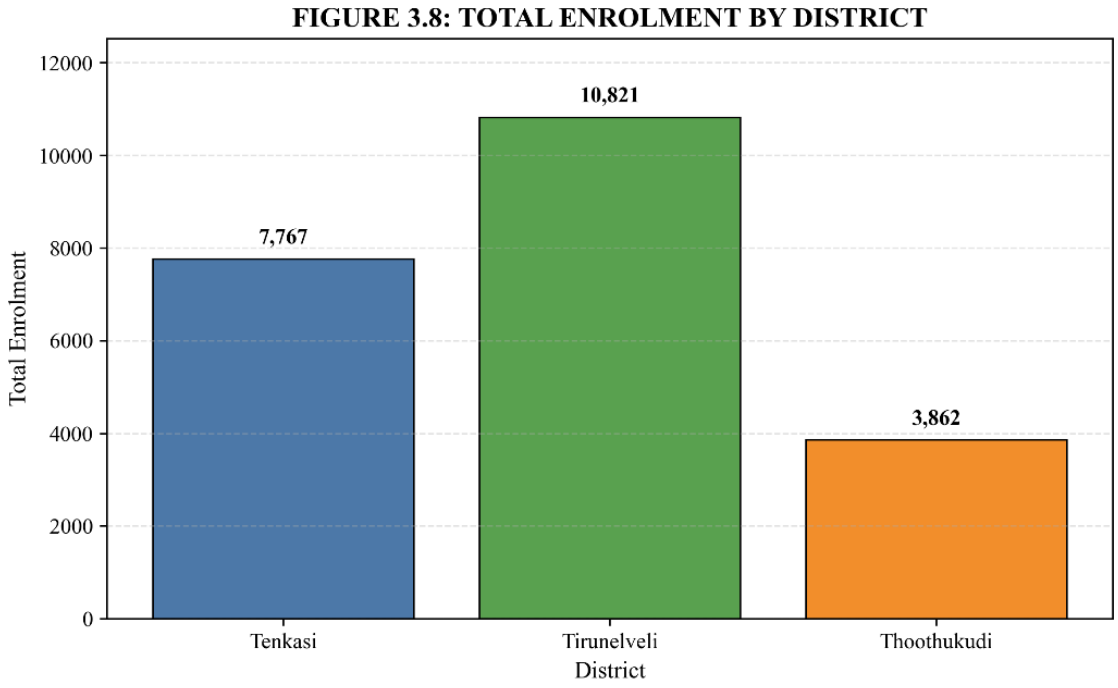
Source: Secondary Data

INTERPRETATION:

The table shows that out of 22,450 students, 10,821 students are studying in Tirunelveli District, forming 48.20 percent. Tenkasi District has 7,767 students, forming 34.60 percent. Thoothukudi District has 3,862 students, forming 17.20 percent.

This shows that total enrolment is highest in Tirunelveli District.

FIGURE 3.8: TOTAL ENROLMENT BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of total enrolment with 10,821 students, representing 48.20 percent.

3.11 TEACHER PROFILE

Teacher profile shows the number of male and female teachers working in the selected CMS and TDTA schools. It helps to understand the teaching staff strength and gender distribution of teachers in the study area.

Teacher profile is important because teachers are the main human resource in the school system. The number of teachers available in a school directly influences classroom teaching, student support, and academic activities.

This analysis also helps to identify the role of female teachers and male teachers in the selected schools. It provides a basic background for studying teacher availability, student-teacher ratio, and teacher distribution across districts.

TABLE 3.9: TEACHER PROFILE

Teacher Category	Number of Teachers	Percentage (%)
Male Teachers	212	19.12
Female Teachers	897	80.88
Total	**1,109**	**100.00**

Source: Secondary Data

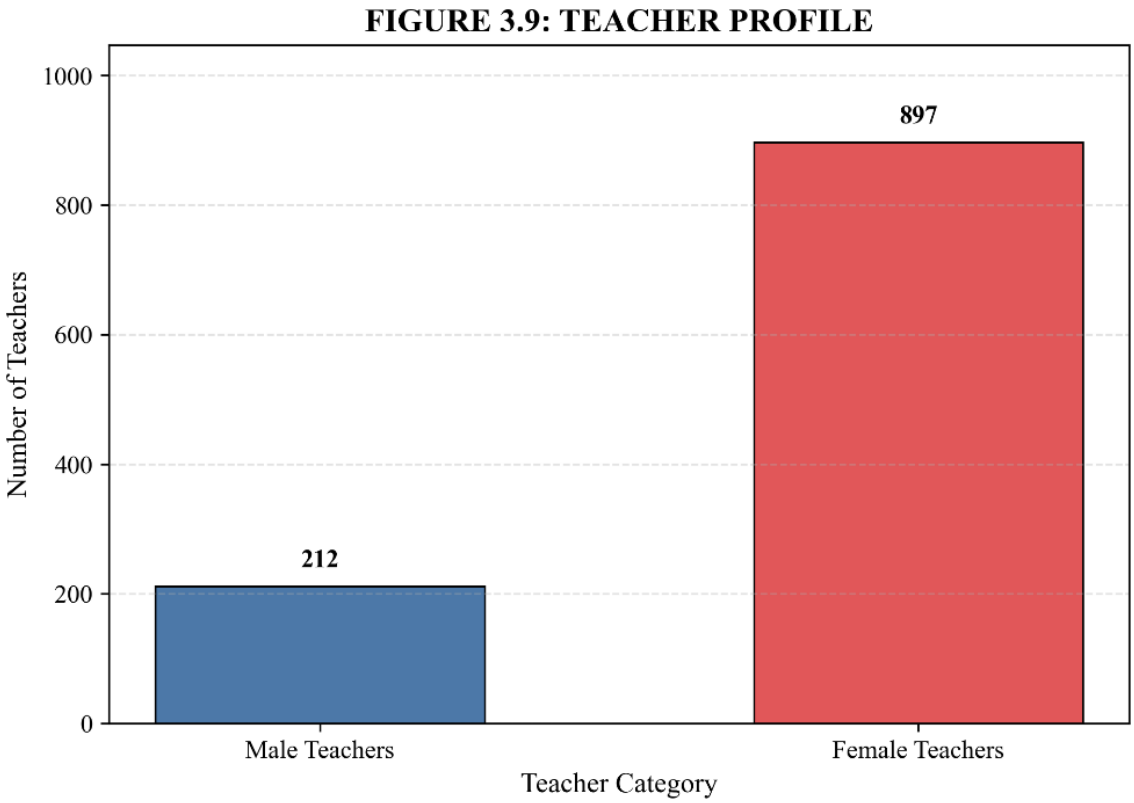
INTERPRETATION:

The table shows that the selected 352 schools have a total of 1,109 teachers. Among them, 212 are male teachers, forming 19.12 percent of the total teaching staff. Female teachers are 897, forming 80.88 percent.

This shows that female teachers are much higher than male teachers in the selected CMS and TDTA schools. The difference between male and female teachers is very large, with female teachers forming more than four-fifths of the total teachers.

This pattern indicates that women play a major role in the teaching service of these schools. It also shows the strong participation of female teachers in school education under the selected CMS and TDTA institutions.

FIGURE 3.9: TEACHER PROFILE



MAJORITY:

Female teachers form the majority with 897 teachers, representing 80.88 percent of the total teachers.

3.11.1 MALE TEACHERS

Male teacher profile shows the number of male teachers working in the selected CMS and TDTA schools. The district-wise distribution helps to understand where male teachers are more in number.

TABLE 3.10: MALE TEACHERS BY DISTRICT

District	Number of Male Teachers	Percentage (%)
Tenkasi	56	26.42
Tirunelveli	98	46.23
Thoothukudi	58	27.36
Total	**212**	**100.00**

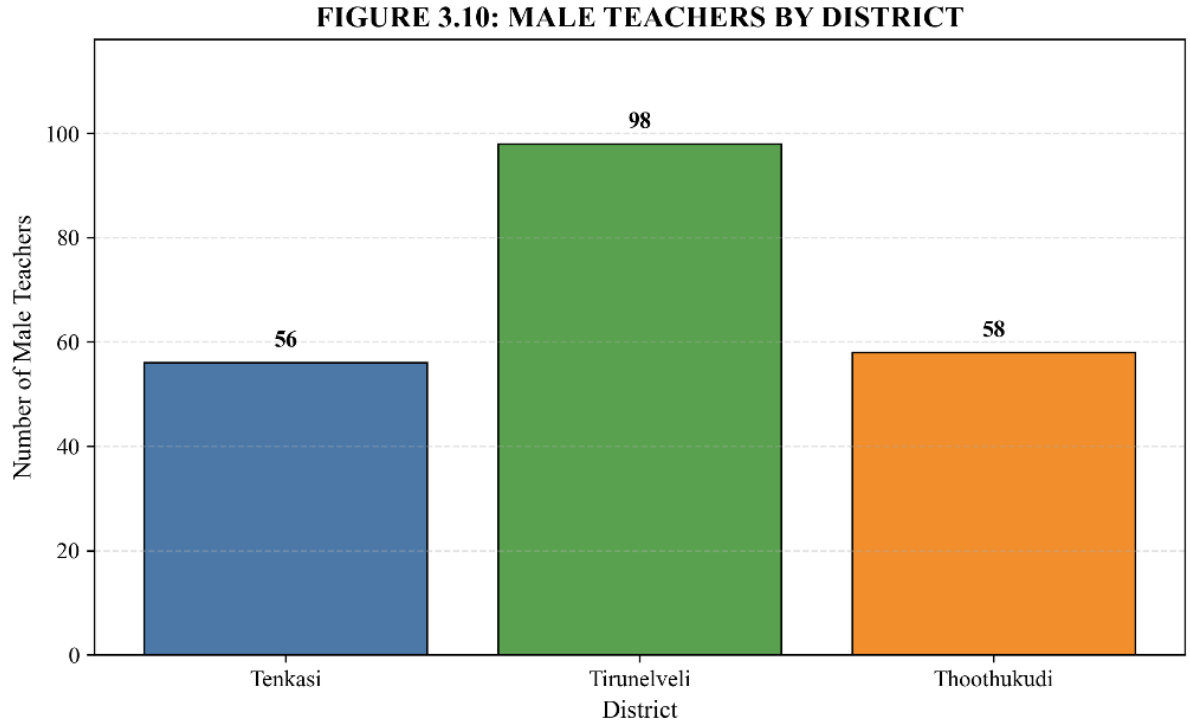
Source: Secondary Data

INTERPRETATION:

The table shows that out of 212 male teachers, 98 male teachers are working in Tirunelveli District, forming 46.23 percent. Thoothukudi District has 58 male teachers, forming 27.36 percent. Tenkasi District has 56 male teachers, forming 26.42 percent.

This shows that male teachers are highest in Tirunelveli District.

FIGURE 3.10: MALE TEACHERS BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of male teachers with 98 teachers, representing 46.23 percent.

3.11.2 FEMALE TEACHERS

Female teacher profile shows the number of female teachers working in the selected CMS and TDTA schools. The district-wise distribution helps to understand where female teachers are more in number.

TABLE 3.11: FEMALE TEACHERS BY DISTRICT

District	Number of Female Teachers	Percentage (%)
Tenkasi	298	33.22
Tirunelveli	479	53.40
Thoothukudi	120	13.38
Total	**897**	**100.00**

Source: Secondary Data

INTERPRETATION:

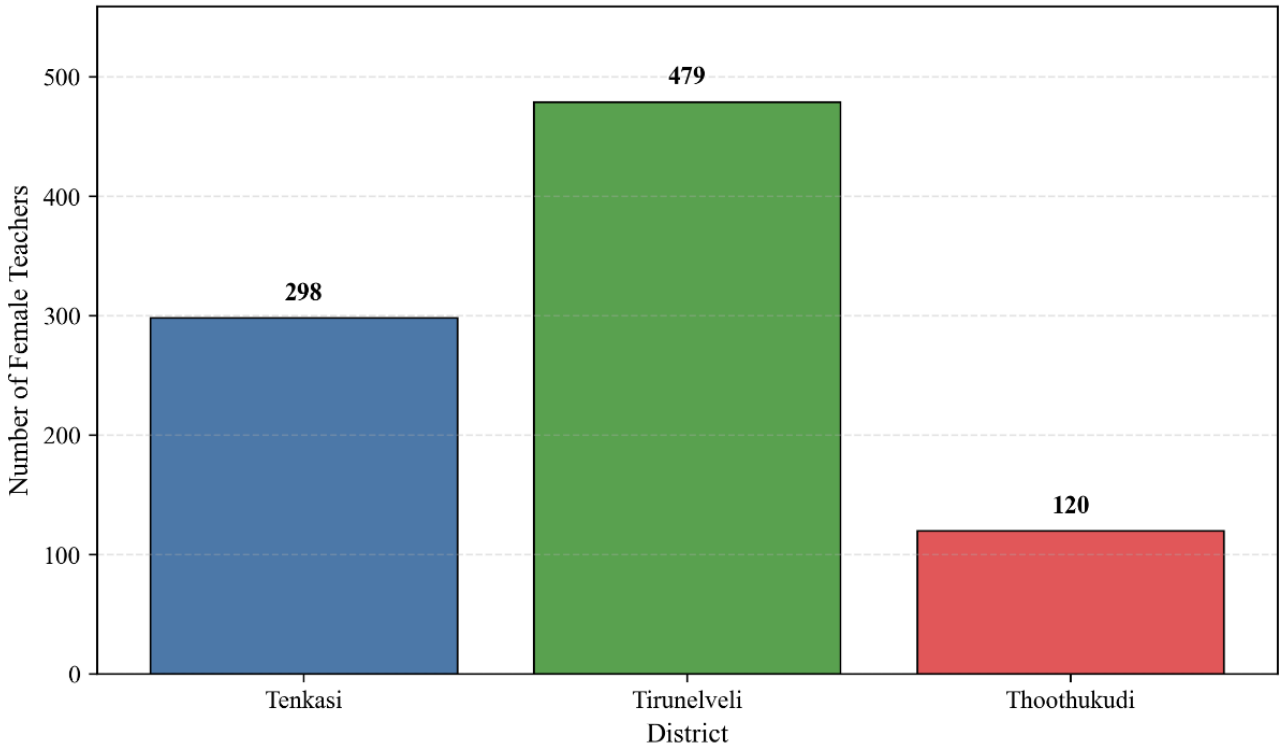
The table shows that out of 897 female teachers, 479 female teachers are working in Tirunelveli District, forming 53.40 percent of the total female teachers. Tenkasi District has 298 female teachers, which represents 33.22 percent. Thoothukudi District has 120 female teachers, forming 13.38 percent.

This shows that female teachers are highest in Tirunelveli District. Tenkasi District also has a considerable number of female teachers, while Thoothukudi District has the lowest number among the three districts.

The higher number of female teachers in Tirunelveli may be due to the larger number of selected schools in that district. This pattern shows that female teachers play an important role in the teaching service of CMS and TDTA schools, especially in Tirunelveli District.

FIGURE 3.11: FEMALE TEACHERS BY DISTRICT

FIGURE 3.11: FEMALE TEACHERS BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of female teachers with 479 teachers, representing 53.40 percent.

3.11.3 TOTAL TEACHERS

Total teachers refers to the total number of male and female teachers working in the selected CMS and TDTA schools. The district-wise total teacher profile helps to understand the teaching staff strength in each district.

TABLE 3.12: TOTAL TEACHERS BY DISTRICT

District	Number of Teachers	Percentage (%)
Tenkasi	354	31.92
Tirunelveli	577	52.03
Thoothukudi	178	16.05
Total	**1,109**	**100.00**

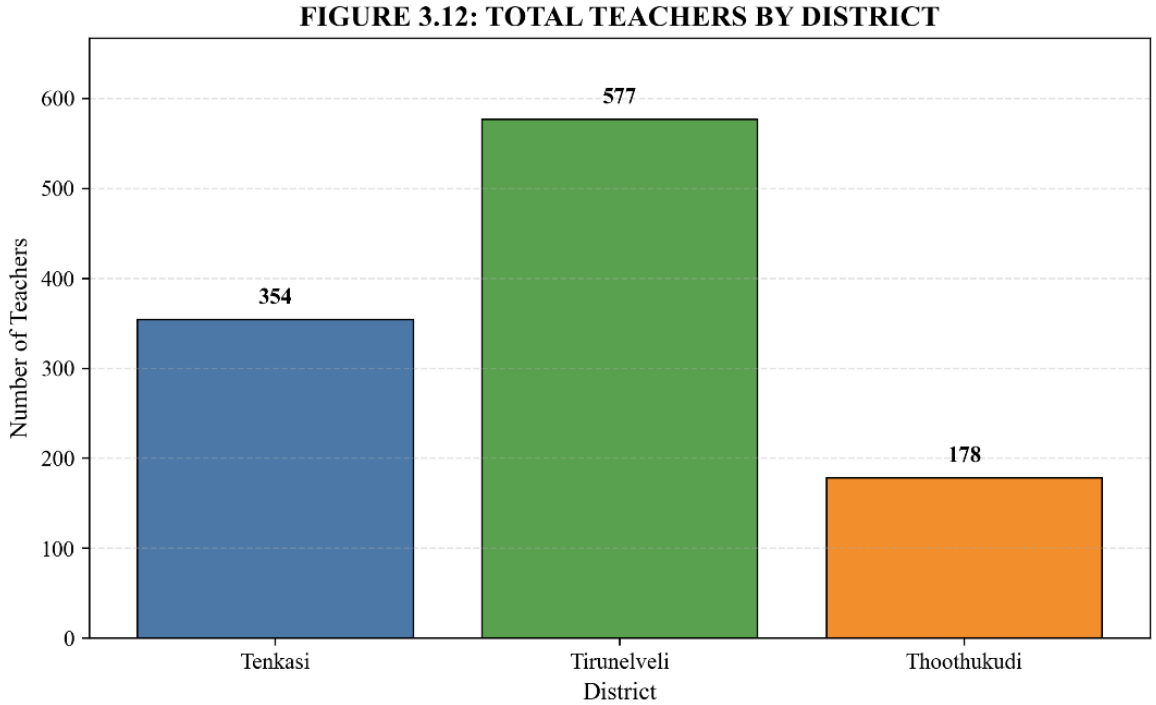
Source: Secondary Data

INTERPRETATION:

The table shows that out of 1,109 teachers, 577 teachers are working in Tirunelveli District, forming 52.03 percent. Tenkasi District has 354 teachers, forming 31.92 percent. Thoothukudi District has 178 teachers, forming 16.05 percent.

This shows that total teacher strength is highest in Tirunelveli District.

FIGURE 3.12: TOTAL TEACHERS BY DISTRICT



MAJORITY:

Tirunelveli District has the majority of teachers with 577 teachers, representing 52.03 percent.

3.12 STUDENT-TEACHER RATIO

Student-teacher ratio shows the number of students available for one teacher. It is an important indicator of teacher availability in schools. A lower student-teacher ratio generally shows that teachers can give better attention to students.

TABLE 3.13: STUDENT-TEACHER RATIO BY DISTRICT

District	Total Students	Total Teachers	Student-Teacher Ratio
Tenkasi	7,767	354	21.94
Tirunelveli	10,821	577	18.75
Thoothukudi	3,862	178	21.70
Total	**22,450**	**1,109**	**20.24**

Source: Secondary Data

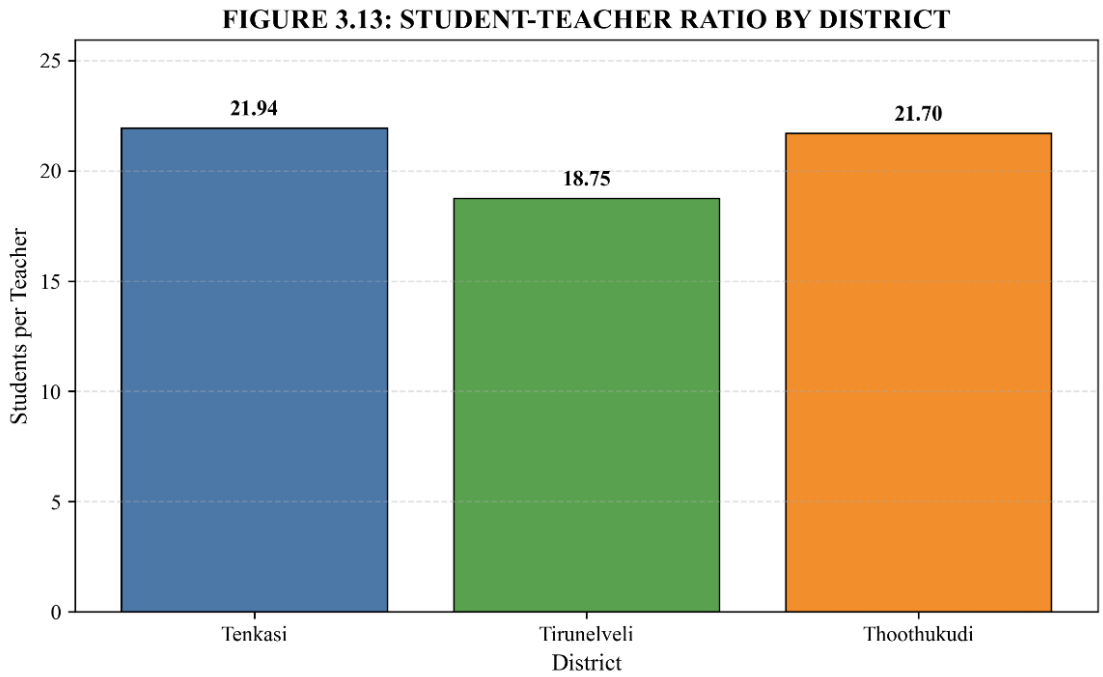
INTERPRETATION:

The table shows that the overall student-teacher ratio is 20.24. This means that, on average, there are about 20 students for one teacher in the selected schools.

Tenkasi District has the highest student-teacher ratio with 21.94 students per teacher. Thoothukudi District has 21.70 students per teacher. Tirunelveli District has the lowest ratio with 18.75 students per teacher.

This shows that teacher availability is comparatively better in Tirunelveli District than in Tenkasi and Thoothukudi districts.

FIGURE 3.13: STUDENT-TEACHER RATIO BY DISTRICT



MAJORITY:

Tenkasi District has the highest student-teacher ratio with 21.94 students per teacher.

3.13 SCHOOL INFRASTRUCTURE PROFILE

School infrastructure profile shows the building status of the selected CMS and TDTA schools. Building status is important because it helps to understand whether the school is functioning in its own/private building, rented building, or government building.

TABLE 3.14: SCHOOL INFRASTRUCTURE PROFILE

Building Status	Number of Schools	Percentage (%)
Private	325	92.33
Rented	24	6.82
Government	3	0.85
Total	**352**	**100.00**

Source: Secondary Data

INTERPRETATION:

The table shows that out of 352 schools, 325 schools are functioning in private buildings, forming 92.33 percent of the total. Rented buildings are used by 24 schools, forming 6.82 percent. Only 3 schools are functioning in government buildings, forming 0.85 percent.

The rented building schools are mainly located in Tenkasi, Tirunelveli, and Thoothukudi districts.

The rented building schools are:

S.No.	School Name	District	Area
1	TDTA PS, RAYAGIRI	Tenkasi	Vasudevanallur
2	CMS EVANGELICAL HIGH SCHOOL, KALUNGUVILAI	Thoothukudi	Sathankulam / Komaneri
3	TDTA KURUKALPERI HSS ASIRVATHAPURAM	Thoothukudi	Alwarthirunagar / Srivenkateshwarapuram
4	TDTA MS Kumaran Vila	Thoothukudi	Sathankulam / Arasoor I
5	TDTA PS, JAMBULINGAPURAM	Thoothukudi	Ottapidaram / Jambulingapuram
6	TDTA PS, KALLATHIKINARU	Thoothukudi	Ottapidaram / Parivallikkottai
7	TDTA PS, VALAMPATTI	Thoothukudi	Kovilpatti / Valampatti
8	CMS PS KALUVOOR	Tirunelveli	Nanguneri / Kadangulam Thirumalaipuram
9	CMS. EVA. PS PATTANKADU	Tirunelveli	Cheranmahadevi / Thiruviruttanpuli Part 1
10	TDTA MIDDLE SCHOOL NAVALADY	Tirunelveli	Radhapuram / Karaichuthupudur
11	TDTA MIDDLE SCHOOL ZIONMALAI	Tirunelveli	Valliyoor / Kovankulam
12	TDTA PS ATHICHAPERI	Tirunelveli	Kalakad / Devanallur

13	TDTA PS JACOBPURAM	Tirunelveli	Valliyoor
14	TDTA PS KAMARAJ NAGER	Tirunelveli	Nanguneri / Ilangulam
15	TDTA PS KANAKKANKULAM	Tirunelveli	Radhapuram / Tiruvambalapuram
16	TDTA PS KARUPPANOOTHU	Tirunelveli	Manur / Achampatti
17	TDTA PS KUMILAMPADU	Tirunelveli	Valliyoor / Veppilangulam Part 1
18	TDTA PS MARAKATTUVILAI	Tirunelveli	Radhapuram / Karaichuthupudur
19	TDTA PS PUDHUKURICHI	Tirunelveli	Nanguneri / Alwaneri
20	TDTA PS SUBRAMANIAPURAM	Tirunelveli	Nanguneri / Ittamozhi
21	TDTA PS,IRANDUMCHOLLAN	Tirunelveli	Manur / Kattarankulam
22	TDTA PS,MARAGUDIRASTHA	Tirunelveli	Manur / Ukkirankottai
23	TDTA PS. KARUNYAPURAM	Tirunelveli	Valliyoor / Therku Vallioor Part 1
24	TDTAPS,VENKALAPOTTAL	Tirunelveli	Manur / Madhavakurichi

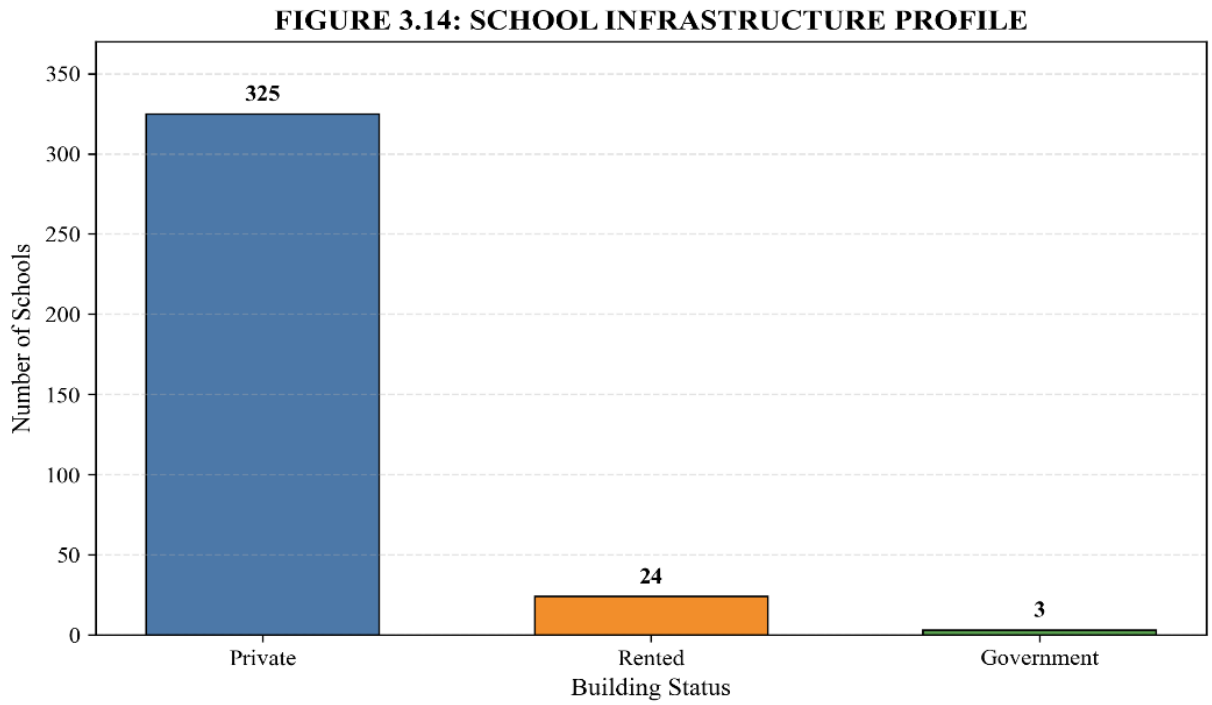
Source: Secondary Data

The government building schools are:

S.No.	School Name	District	Area
1	TDTA PS, Sambankulam	Tenkasi	Alangulam / Subbaihapuram
2	CMS MANAKAVALAM HOSPITAL ST	Tirunelveli	Palay-Urban
3	TDTA PS KARUNKULAM	Tirunelveli	Palay-Urban

Source: Secondary Data

FIGURE 3.14: SCHOOL INFRASTRUCTURE PROFILE



MAJORITY:

Private buildings form the majority with 325 schools, representing 92.33 percent of the total.

3.14 BASIC FACILITIES IN SCHOOLS

Basic facilities are important for creating a safe, healthy, and supportive learning environment in schools. Facilities such as toilets, drinking water, electricity, library, playground, medical check-up, ramps, and handrails support the daily functioning of schools and the welfare of students.

These facilities are necessary not only for academic activities but also for student comfort, hygiene, safety, and inclusion. Drinking water and toilets are essential for health and sanitation. Electricity supports lighting, fans, and the use of educational equipment. Libraries and playgrounds help in the intellectual and physical development of students.

Ramps and handrails are also important because they support accessibility for children with special needs. Therefore, analysing basic facilities helps to understand whether the selected CMS and TDTA schools provide a suitable and inclusive school environment.

TABLE 3.15: BASIC FACILITIES IN SCHOOLS

Basic Facility	Number of Schools Available	Percentage (%)
Toilet Facility	352	100.00
Drinking Water	352	100.00
Electricity	352	100.00
Library	330	93.75
Playground	330	93.75
Medical Check-up	350	99.43
Ramps	326	92.61
Handrails	290	82.39

Source: Secondary Data

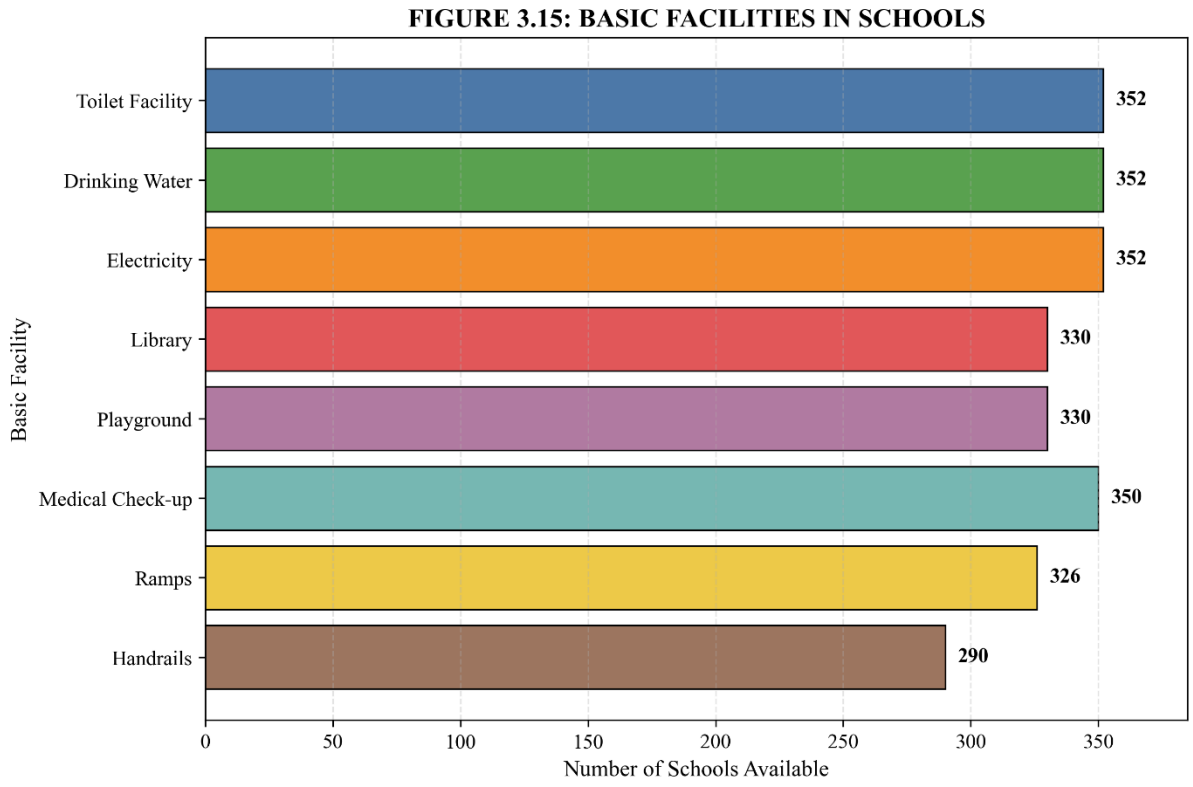
INTERPRETATION:

The table shows that all 352 schools have toilet facility, drinking water, and electricity. This represents 100 percent availability. Medical check-up facility is available in 350 schools, forming 99.43 percent.

Library and playground facilities are available in 330 schools each, forming 93.75 percent. Ramps are available in 326 schools, forming 92.61 percent. Handrails are available in 290 schools, forming 82.39 percent.

This shows that most basic facilities are available in the selected CMS and TDTA schools. However, some schools still need improvement in library, playground, ramps, and handrails.

FIGURE 3.15: BASIC FACILITIES IN SCHOOLS



MAJORITY:

Toilet facility, drinking water, and electricity are available in all 352 schools, representing 100 percent.

Note: The availability of basic facilities shows a positive picture. However, the real quality of infrastructure can be understood only by examining functionality, adequacy, and district-wise gaps. Therefore, facility availability should not be interpreted as complete infrastructure sufficiency.

3.15 DIGITAL FACILITIES IN SCHOOLS

Digital facilities are important in the modern education system. Facilities such as internet, ICT lab, laptops, tablets, desktops, digital boards, projectors, and printers help schools

to improve teaching and learning. These facilities also support digital education and administrative work.

TABLE 3.16: DIGITAL FACILITIES IN SCHOOLS

Digital Facility	Number of Schools Available	Percentage (%)
Internet	186	52.84
ICT Lab	3	0.85
Laptop	39	11.08
Tablet	4	1.14
Functional Desktop	70	19.89
Digital Board	3	0.85
Projector	14	3.98
Printer	17	4.83

Source: Secondary Data

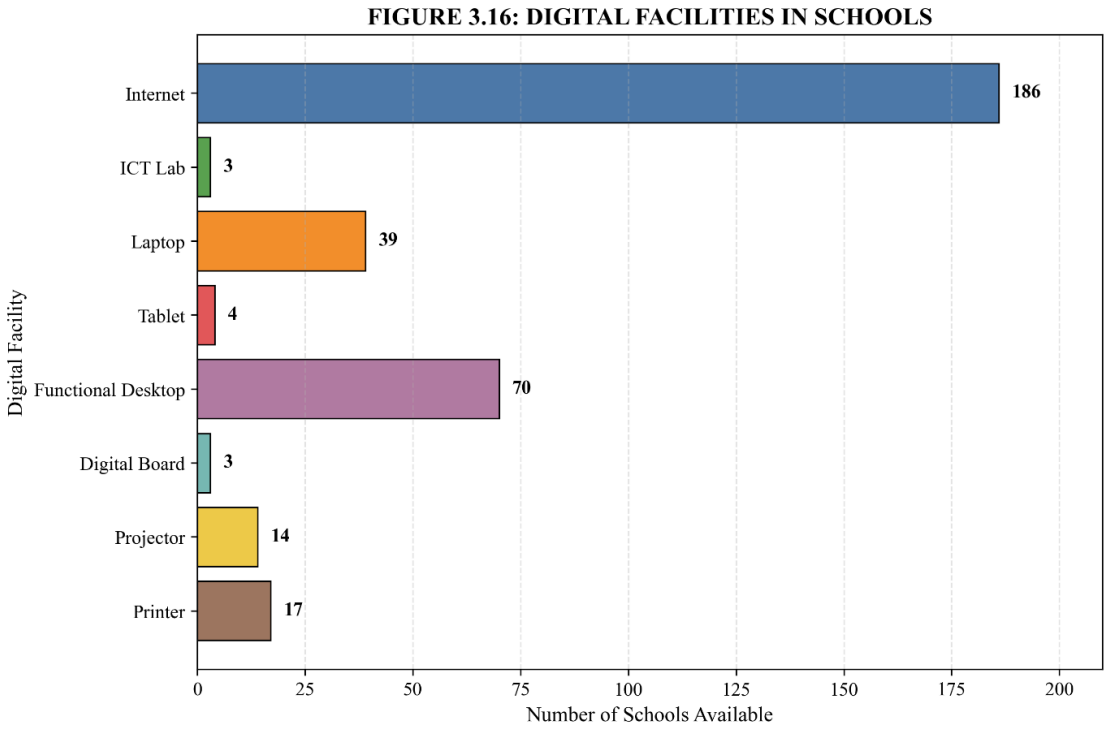
INTERPRETATION:

The table shows that internet facility is available in 186 schools, forming 52.84 percent of the total. Functional desktops are available in 70 schools, forming 19.89 percent. Laptops are available in 39 schools, forming 11.08 percent.

Other digital facilities are very low. Printers are available in 17 schools, projectors in 14 schools, tablets in 4 schools, ICT labs in 3 schools, and digital boards in only 3 schools.

This shows that digital facilities are limited in the selected CMS and TDTA schools. Although more than half of the schools have internet, most schools do not have strong digital infrastructure such as ICT labs, digital boards, projectors, and devices.

FIGURE 3.16: DIGITAL FACILITIES IN SCHOOLS



MAJORITY:

Internet facility is the most available digital facility, with 186 schools representing 52.84 percent of the total schools. This shows that more than half of the selected schools have internet access.

However, advanced digital facilities such as ICT labs, digital boards, projectors, printers, tablets, and laptops are available only in a small number of schools. This indicates that internet availability alone does not mean full digital readiness. More digital equipment and technology-based learning facilities are needed to strengthen digital education in these schools.

3.16 SOCIAL CATEGORY-WISE STUDENT PROFILE

Social category-wise student profile shows the distribution of students based on social categories such as General, SC, ST, and OBC. This helps to understand the social background of students studying in the selected CMS and TDTA schools.

TABLE 3.17: SOCIAL CATEGORY-WISE STUDENT PROFILE

Social Category	Number of Students	Percentage (%)
General	467	2.07
SC	5,515	24.43
ST	302	1.34
OBC	16,290	72.16
Total	**22,574**	**100.00**

Source: Secondary Data

INTERPRETATION:

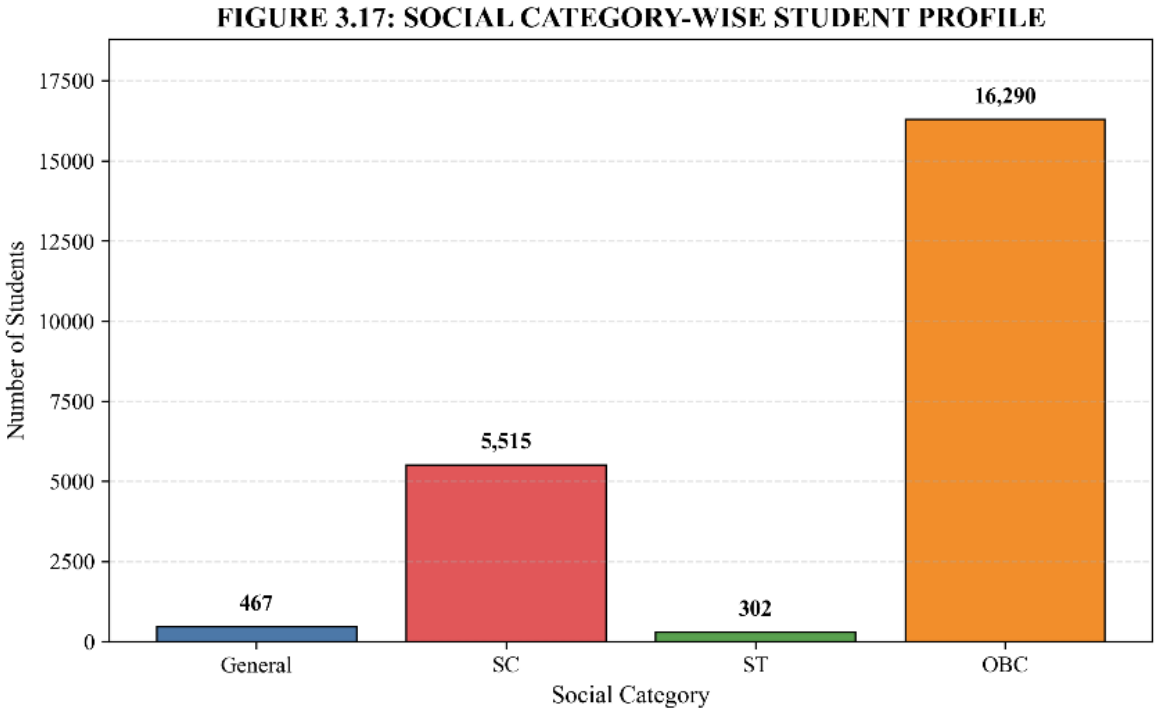
The table shows that out of 22,574 students, 16,290 students belong to the OBC category, forming 72.16 percent of the social category-wise total. SC students are 5,515, forming 24.43 percent. General category students are 467, forming 2.07 percent, and ST students are 302, forming 1.34 percent.

This shows that OBC students form the largest group in the selected CMS and TDTA schools. SC students are the second largest group and also form a significant share of the student population. General and ST students are comparatively low in number.

This pattern shows that the selected schools are serving a large number of students from socially backward communities, especially OBC and SC categories. Therefore, these schools have an important role in social inclusion and educational access.

Note: The social category-wise total is 22,574, while the overall enrolment total shown earlier is 22,450. The difference is 124 students. This mismatch was found in one school, TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM. Therefore, the social category-wise data is interpreted separately based on the available social category records

FIGURE 3.17: SOCIAL CATEGORY-WISE STUDENT PROFILE



MAJORITY:

OBC students form the majority with 16,290 students, representing 72.16 percent of the total social category-wise enrolment.

NOTE:

The total enrolment shown in Table 3.17 is based on social category-wise data. It is slightly different from the overall enrolment total shown in the previous enrolment tables. The overall enrolment total is 22,450, whereas the social category-wise total is 22,574. The difference is 124 students.

On verification, the mismatch was found in one school: **TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM**, located

in **Palay-Rural Block, Tirunelveli District**. In this school, the boys' enrolment is 333 and girls' enrolment is 250, giving a total enrolment of 583. However, the social category-wise total is 707, which is 124 higher than the enrolment total.

Therefore, the social category-wise data is interpreted separately based on the available social category records. This difference should be considered as a data inconsistency while interpreting the results.

3.17 AGE-WISE STUDENT PROFILE

Age-wise student profile shows the distribution of students based on their age. This helps to understand the age group of students studying in the selected CMS and TDTA schools.

TABLE 3.18: AGE-WISE STUDENT PROFILE

Age	Number of Students	Percentage (%)
3	64	0.28
4	664	2.94
5	2,231	9.88
6	2,589	11.47
7	2,771	12.28
8	2,994	13.26
9	2,797	12.39
10	1,940	8.59
11	2,043	9.05
12	1,931	8.55
13	891	3.95
14	694	3.07
15	517	2.29
16	389	1.72
17	54	0.24

18	3	0.01
19	2	0.01
Total	**22,574**	**100.00**

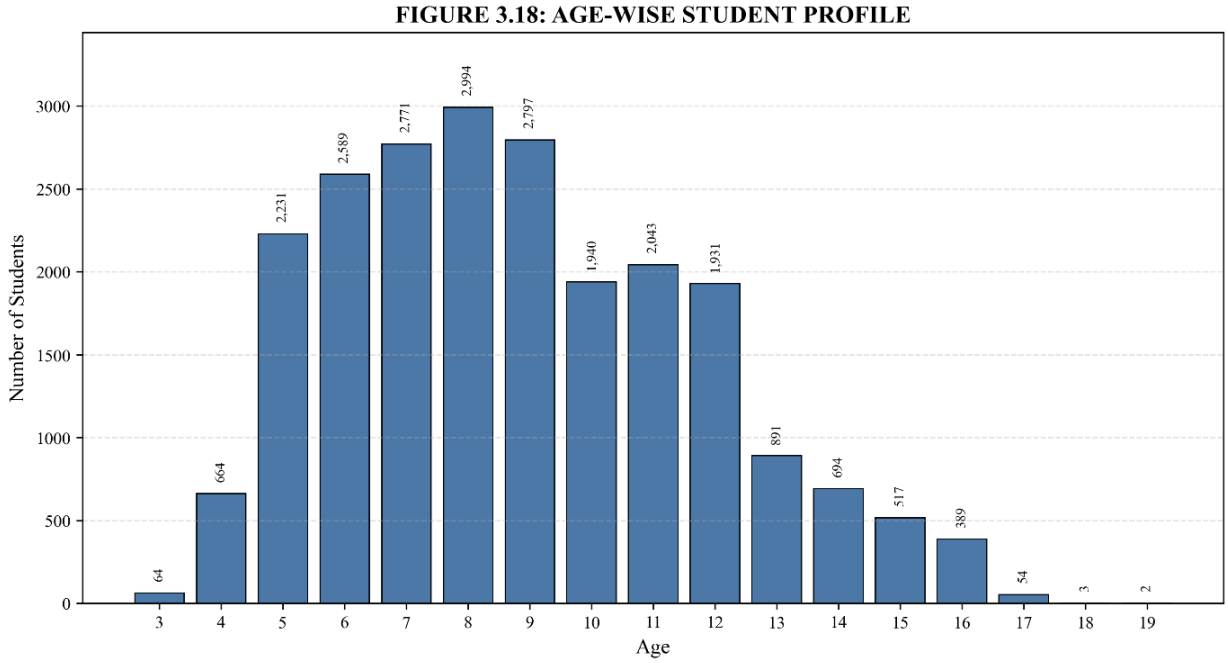
Source: Secondary Data

INTERPRETATION:

The table shows that the highest number of students are in the age of 8 years, with 2,994 students, forming 13.26 percent. The next highest age groups are 9 years with 2,797 students and 7 years with 2,771 students.

The number of students is lower in higher age groups such as 16, 17, 18, and 19 years. This shows that most students in the selected CMS and TDTA schools are in the primary and upper primary age groups.

FIGURE 3.18: AGE-WISE STUDENT PROFILE



MAJORITY:

Students aged 8 years form the majority with 2,994 students, representing 13.26 percent of the age-wise total.

NOTE:

The age-wise total is 22,574, which is the same as the social category-wise total. It is slightly different from the overall enrolment total of 22,450 due to the data mismatch identified earlier in one school. Therefore, the age-wise data is interpreted separately based on the available age-wise records.

3.18 SUMMARY

This chapter presented the profile of CSI Tirunelveli Diocese schools selected for the study. The study focused on CMS and TDTA schools located in Tenkasi, Tirunelveli, and Thoothukudi districts.

The profile shows that the final dataset contains 352 schools. Among them, 319 schools belong to TDTA and 33 schools belong to CMS. District-wise, Tirunelveli has the highest number of schools with 217 schools, followed by Tenkasi with 110 schools and Thoothukudi with 25 schools.

Most of the selected schools are primary schools. Out of 352 schools, 263 schools are primary schools. The management profile shows that 349 schools are government aided, while only a few schools come under private unaided and Department of Education categories.

The student enrolment profile shows that the selected schools have 22,450 students. Among them, 11,633 are boys and 10,817 are girls. The teacher profile shows that there are 1,109 teachers, including 212 male teachers and 897 female teachers. The overall student-teacher ratio is 20.24 students per teacher.

The infrastructure profile shows that most schools are functioning in private buildings. Basic facilities such as toilets, drinking water, and electricity are available in all schools. However, some schools need improvement in library, playground, ramps, and handrails.

The digital facilities profile shows that digital infrastructure is limited. Internet facility is available in 186 schools, but ICT labs, digital boards, projectors, tablets, and printers are available only in a small number of schools.

The social category-wise profile shows that OBC students form the largest group, followed by SC students. The age-wise profile shows that most students are in the primary and upper primary age groups. A data mismatch was found in one school, and therefore social category-wise and age-wise data were interpreted separately.

Overall, this chapter gives a clear background of the selected CMS and TDTA schools. It helps to understand the school distribution, enrolment, teacher availability, infrastructure, facilities, and student profile before moving to the detailed analysis and interpretation chapter.

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

4.2 COMPARISON OF CMS AND TDTA SCHOOLS

4.3 DISTRICT-WISE COMPARISON OF SCHOOLS

4.4 ENROLMENT ANALYSIS

4.5 GENDER-WISE ENROLMENT ANALYSIS

4.6 TEACHER AVAILABILITY ANALYSIS

4.7 STUDENT-TEACHER RATIO ANALYSIS

4.8 SCHOOL CATEGORY-WISE ANALYSIS

4.9 INFRASTRUCTURE ANALYSIS

4.10 BASIC FACILITIES ANALYSIS

4.11 DIGITAL FACILITIES ANALYSIS

4.12 SOCIAL CATEGORY-WISE ANALYSIS

4.13 AGE-WISE ANALYSIS

4.14 PRIORITY NEEDS IDENTIFICATION

4.15 HYPOTHESIS TESTING

4.16 SUMMARY

CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Data analysis is an important part of the research study. It helps to convert the collected data into meaningful information. Through data analysis, the researcher can understand the present condition, differences, strengths, and needs of the selected schools.

The present chapter analyses CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts. The analysis is based on secondary data for the academic year 2024-25.

This chapter focuses on comparison and interpretation. It compares CMS and TDTA schools, district-wise school distribution, student enrolment, gender-wise enrolment, teacher availability, student-teacher ratio, infrastructure, basic facilities, digital facilities, social category-wise students, and age-wise students.

The main purpose of this chapter is to identify the important patterns in the data. It also helps to understand which school group, district, or facility area needs more attention. The results of this chapter will support the findings, suggestions, and conclusion of the study.

4.2 COMPARISON OF CMS AND TDTA SCHOOLS

This section compares CMS and TDTA schools based on number of schools, student enrolment, boys, girls, teachers, and student-teacher ratio. This comparison helps to understand the difference between the two school groups under the CSI Tirunelveli Diocese.

TABLE 4.1: COMPARISON OF CMS AND TDTA SCHOOLS

School Group	Number of Schools	Total Students	Boys	Girls	Total Teachers	Student-Teacher Ratio
CMS	33	1,630	803	827	90	18.11

TDTA	319	20,820	10,830	9,990	1,019	20.43
Total	**352**	**22,450**	**11,633**	**10,817**	**1,109**	**20.24**

Source: Secondary Data

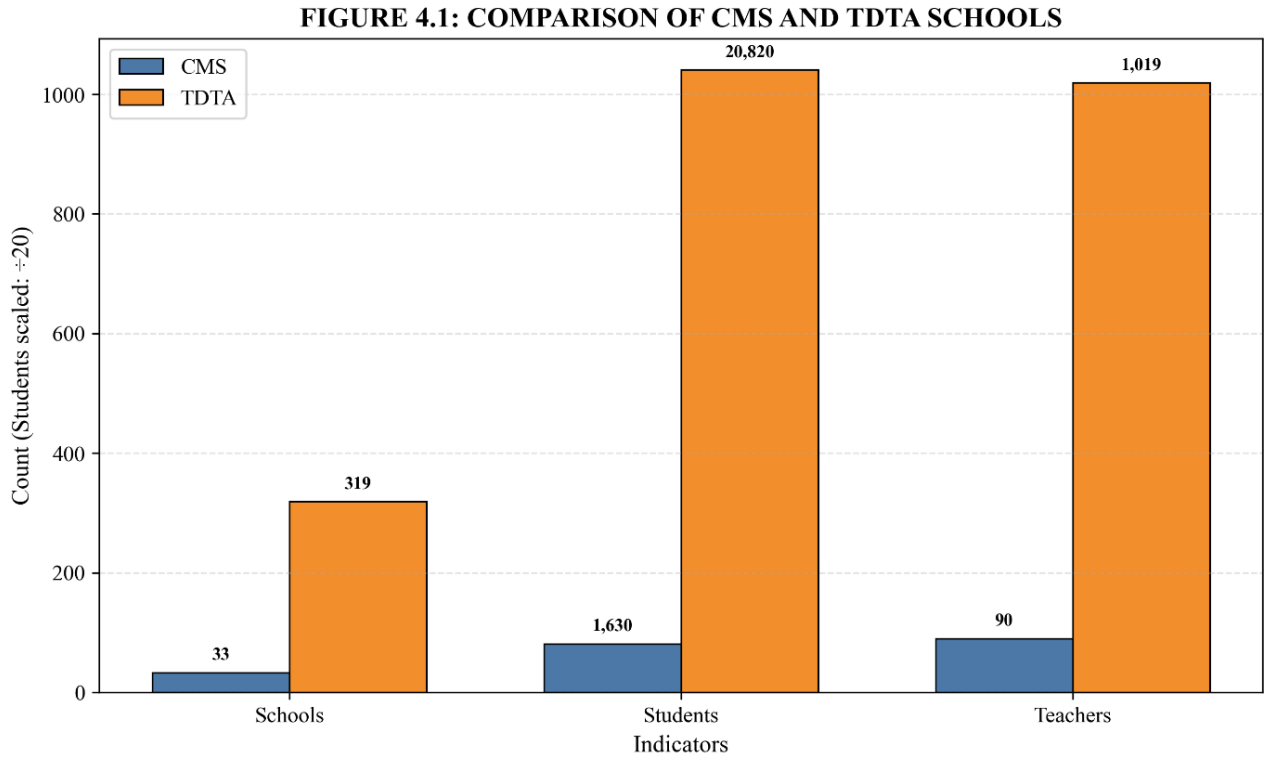
INTERPRETATION:

The table shows that TDTA has 319 schools, while CMS has 33 schools. TDTA schools have 20,820 students and 1,019 teachers. CMS schools have 1,630 students and 90 teachers.

The student-teacher ratio is 18.11 in CMS schools and 20.43 in TDTA schools. This shows that CMS schools have a slightly better student-teacher ratio compared to TDTA schools.

In enrolment, TDTA has a much higher number of students because it has more schools. However, in terms of student-teacher ratio, CMS has a better position.

FIGURE 4.1: COMPARISON OF CMS AND TDTA SCHOOLS



MAJORITY:

TDTA has the majority of schools, students, and teachers. However, CMS has a better student-teacher ratio.

4.3 DISTRICT-WISE COMPARISON OF SCHOOLS

This section compares the selected schools across Tenkasi, Tirunelveli, and Thoothukudi districts. The comparison is based on number of schools, total students, total teachers, and student-teacher ratio.

TABLE 4.2: DISTRICT-WISE COMPARISON OF SCHOOLS

District	No of Schools	Total Students	Total Teachers	Student-Teacher Ratio
Tenkasi	110	7,767	354	21.94
Tirunelveli	217	10,821	577	18.75
Thoothukudi	25	3,862	178	21.70
Total	**352**	**22,450**	**1,109**	**20.24**

Source: Secondary Data

INTERPRETATION:

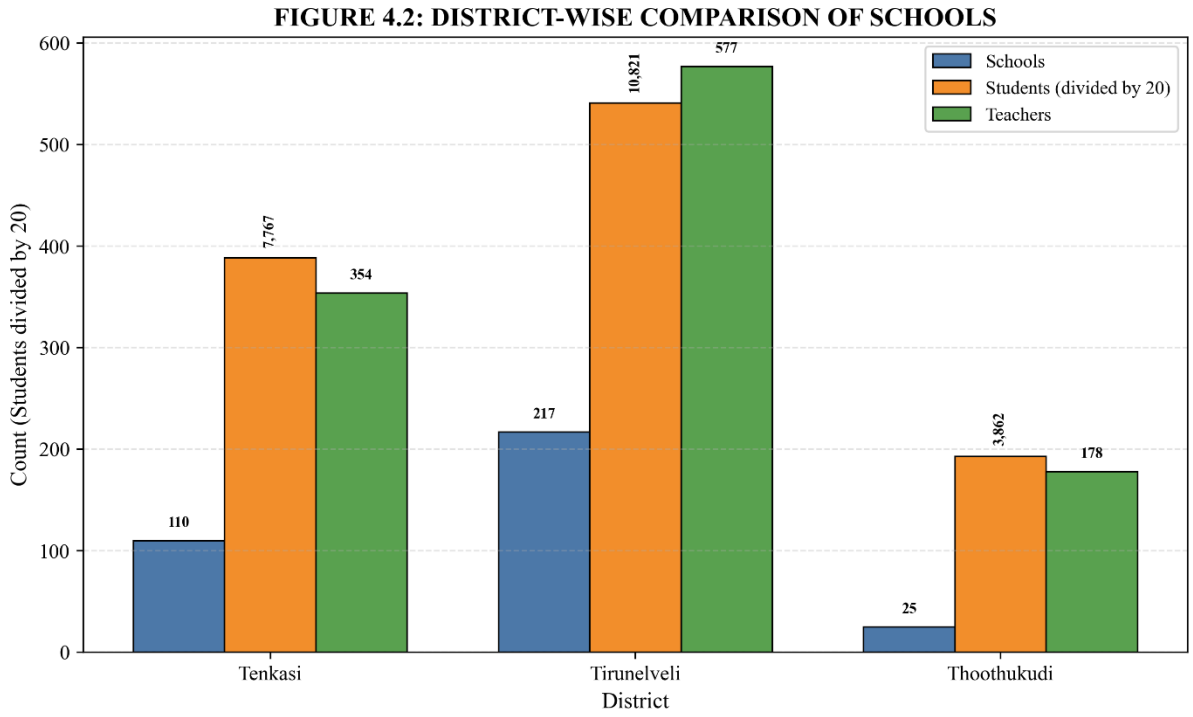
The table shows that Tirunelveli District has the highest number of schools with 217 schools. It also has the highest number of students with 10,821 and the highest number of teachers with 577.

Tenkasi District has 110 schools, 7,767 students, and 354 teachers. Thoothukudi District has the lowest number of schools with 25, but it has 3,862 students and 178 teachers.

The student-teacher ratio is highest in Tenkasi District with 21.94 students per teacher. Thoothukudi has 21.70 students per teacher. Tirunelveli has the lowest student-teacher ratio with 18.75 students per teacher.

This shows that Tirunelveli has better teacher availability compared to Tenkasi and Thoothukudi.

FIGURE 4.2: DISTRICT-WISE COMPARISON OF SCHOOLS



MAJORITY:

Tirunelveli District has the majority of schools, students, and teachers. However, Tenkasi District has the highest student-teacher ratio.

4.4 ENROLMENT ANALYSIS

This section analyses student enrolment in CMS and TDTA schools. It compares boys' enrolment, girls' enrolment, and total enrolment in both school groups.

TABLE 4.3: ENROLMENT ANALYSIS BY SCHOOL GROUP

School Group	Boys	Boys (%)	Girls	Girls (%)	Total Students
CMS	803	49.26	827	50.74	1,630

TDTA	10,830	52.02	9,990	47.98	20,820
Total	**11,633**	**51.82**	**10,817**	**48.18**	**22,450**

Source: Secondary Data

INTERPRETATION:

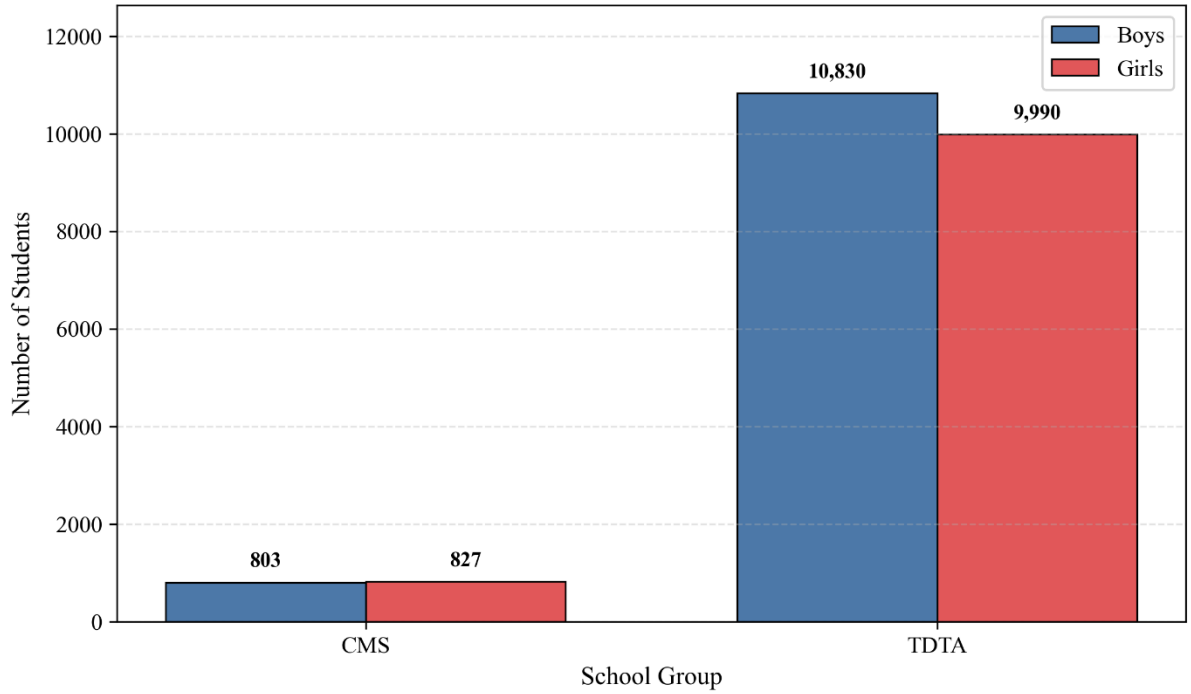
The table shows that CMS schools have 1,630 students. Among them, 803 are boys and 827 are girls. Girls are slightly higher than boys in CMS schools.

TDTA schools have 20,820 students. Among them, 10,830 are boys and 9,990 are girls. Boys are higher than girls in TDTA schools.

Overall, boys form 51.82 percent and girls form 48.18 percent of the total enrolment. This shows that boys' enrolment is slightly higher than girls' enrolment in the selected schools.

FIGURE 4.3: ENROLMENT ANALYSIS BY SCHOOL GROUP

FIGURE 4.3: ENROLMENT ANALYSIS BY SCHOOL GROUP



MAJORITY:

In CMS schools, girls are slightly higher than boys. In TDTA schools, boys are higher than girls. Overall, boys form the majority of enrolment.

4.5 GENDER-WISE ENROLMENT ANALYSIS

This section analyses boys' and girls' enrolment across the three selected districts. It helps to understand whether boys and girls are equally represented in the selected CMS and TDTA schools.

TABLE 4.4: GENDER-WISE ENROLMENT ANALYSIS BY DISTRICT

District	Boys	Girls	Total Students	Boys (%)	Girls (%)	Difference
Tenkasi	3,865	3,902	7,767	49.76	50.24	-37
Tirunelveli	5,403	5,418	10,821	49.93	50.07	-15
Thoothukudi	2,365	1,497	3,862	61.24	38.76	868
Total	**11,633**	**10,817**	**22,450**	**51.82**	**48.18**	**816**

Source: Secondary Data

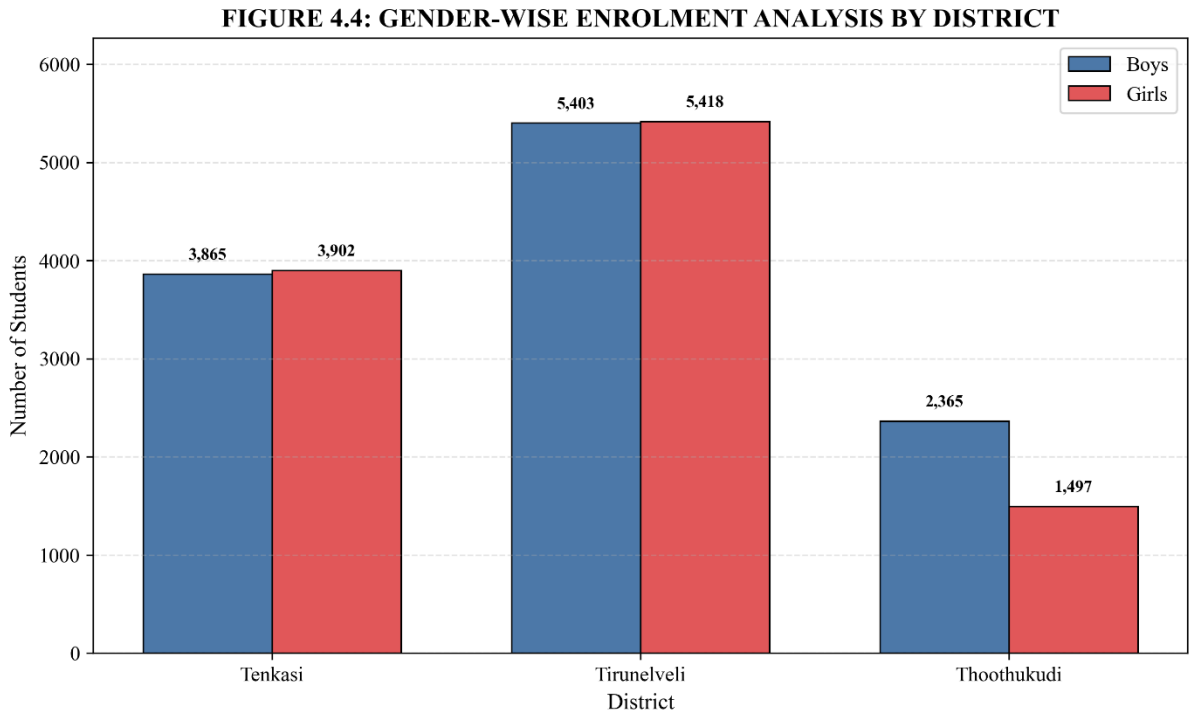
INTERPRETATION:

The table shows that girls' enrolment is slightly higher than boys' enrolment in Tenkasi and Tirunelveli districts. In Tenkasi, girls are higher by 37 students. In Tirunelveli, girls are higher by 15 students.

However, Thoothukudi District shows a clear difference. Boys are 2,365 and girls are 1,497. Boys are higher by 868 students. This creates the overall difference in the total enrolment.

This shows that gender balance is good in Tenkasi and Tirunelveli districts, but Thoothukudi District needs closer attention in girls' enrolment.

FIGURE 4.4: GENDER-WISE ENROLMENT ANALYSIS BY DISTRICT



MAJORITY:

Girls are slightly higher in Tenkasi and Tirunelveli, while boys are much higher in Thoothukudi. Overall, boys form the majority because of the large difference in Thoothukudi.

4.6 TEACHER AVAILABILITY ANALYSIS

Teacher availability is an important factor in school education. This section compares male teachers, female teachers, total teachers, and average teachers per school in CMS and TDTA schools.

TABLE 4.5: TEACHER AVAILABILITY ANALYSIS BY SCHOOL GROUP

School Group	Number of Schools	Male Teachers	Female Teachers	Total Teachers	Average Teachers Per School
CMS	33	18	72	90	2.73
TDTA	319	194	825	1,019	3.19

Total	**352**	**212**	**897**	**1,109**	**3.15**

Source: Secondary Data

INTERPRETATION:

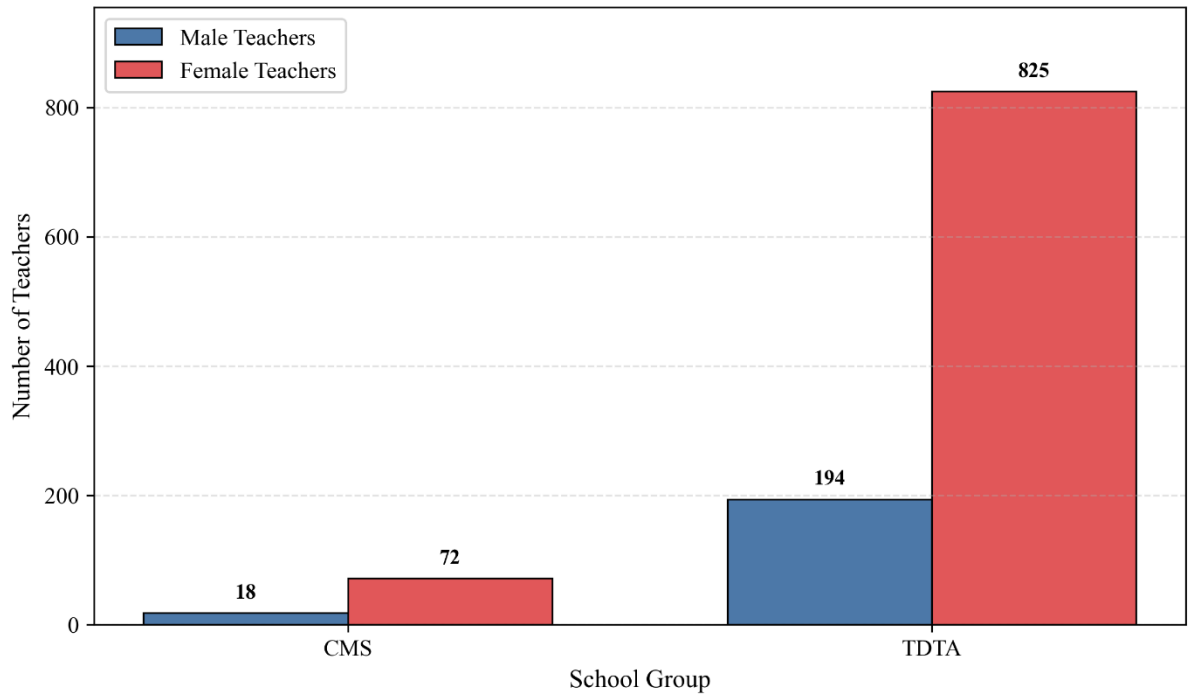
The table shows that CMS schools have 90 teachers, including 18 male teachers and 72 female teachers. TDTA schools have 1,019 teachers, including 194 male teachers and 825 female teachers.

The average number of teachers per school is 2.73 in CMS schools and 3.19 in TDTA schools. This shows that TDTA schools have slightly higher teacher availability per school compared to CMS schools.

Female teachers are higher than male teachers in both CMS and TDTA schools. This shows that the teaching staff in the selected schools is mostly female.

FIGURE 4.5: TEACHER AVAILABILITY ANALYSIS BY SCHOOL GROUP

FIGURE 4.5: TEACHER AVAILABILITY ANALYSIS BY SCHOOL GROUP



MAJORITY:

TDTA has the majority of teachers and also has a slightly higher average number of teachers per school. Female teachers form the majority in both school groups.

4.7 STUDENT-TEACHER RATIO ANALYSIS

Student-teacher ratio is an important measure of teacher availability. It shows how many students are handled by one teacher. In Chapter 3, the overall student-teacher ratio was presented. But in this chapter, the analysis goes deeper and checks the school-level reality.

The overall student-teacher ratio of the selected schools is 20.24. At first, this appears to be a good ratio. However, school-level analysis shows that some schools have very high student-teacher ratios, while some schools have very low student strength per teacher. Therefore, the average alone does not give the full picture.

4.7.1 OVERALL RATIO VS SCHOOL-LEVEL REALITY

The overall student-teacher ratio gives only a general idea. It does not show the pressure faced by individual schools. A district or school group may look good in average, but some individual schools may still have teacher shortage.

TABLE 4.6: OVERALL RATIO VS SCHOOL-LEVEL REALITY

Indicator	Number
Total Schools	352
Overall Student-Teacher Ratio	20.24
Schools with More Than 30 Students Per Teacher	42
Schools with More Than 40 Students Per Teacher	14
Schools with Less Than 10 Students Per Teacher	88

Source: Secondary Data

INTERPRETATION:

The table shows that the overall student-teacher ratio is 20.24. This means that, on average, one teacher handles about 20 students.

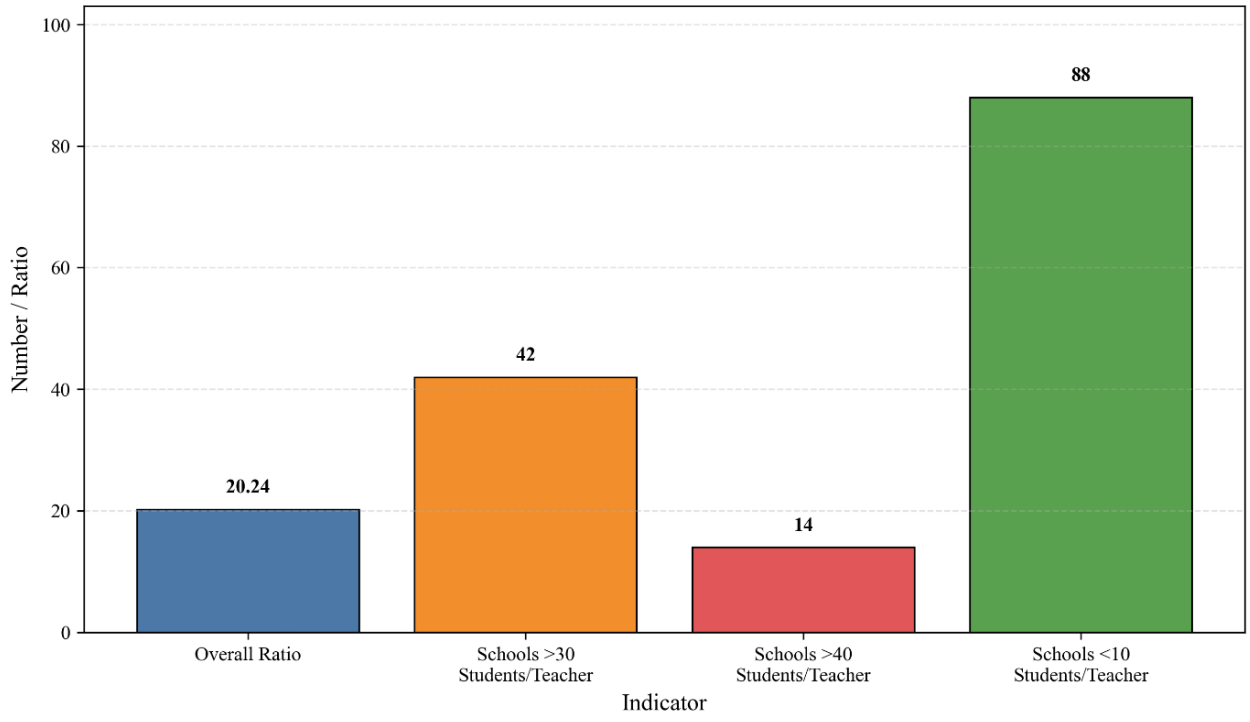
However, school-level analysis shows a different picture. There are 42 schools with more than 30 students per teacher. Among them, 14 schools have more than 40 students per teacher. These schools may face teacher pressure.

At the same time, 88 schools have less than 10 students per teacher. This shows that teacher distribution is not equal across all schools. Some schools have high pressure, while some schools have very low student strength.

This means that the overall average is useful, but it hides school-level differences.

FIGURE 4.6: OVERALL RATIO VS SCHOOL-LEVEL REALITY

FIGURE 4.6: OVERALL RATIO VS SCHOOL-LEVEL REALITY



MAJORITY:

The overall ratio looks balanced, but 42 schools have high teacher pressure and 88 schools have very low student strength per teacher. This shows the need for school-level planning.

4.7.2 SCHOOLS WITH HIGH STUDENT-TEACHER RATIO

TABLE 4.7: TOP 10 SCHOOLS WITH HIGH STUDENT-TEACHER RATIO

S.No.	School Name	District	Block	Students	Teachers	Ratio
1	TDTAMS, NANCHANKULAM	Tirunelveli	Manur	166	2	83.00
2	TDTA MS PERUMALKULAM	Tirunelveli	Kalakad	204	3	68.00
3	TDTA PRIMARY SCHOOL IDAIYANKUDI	Tirunelveli	Radhapuram	64	1	64.00
4	CMS EVANGELICAL PRIMARY SCHOOL MOONGILADI	Tirunelveli	Kalakad	58	1	58.00
5	TDTA PS SADAIYAPPAPURAM	Tirunelveli	Pappakudi	52	1	52.00
6	TDTA PS THUVARAIKULAM	Tirunelveli	Kalakad	52	1	52.00
7	CMS. EVA. PS PATTANKADU	Tirunelveli	Cheranmahadevi	50	1	50.00
8	TDTA PS, THATCHANALLUR	Tirunelveli	Palay-Rural	49	1	49.00
9	TDTA PS, MELATHIDIYOOR	Tirunelveli	Palay-Rural	46	1	46.00

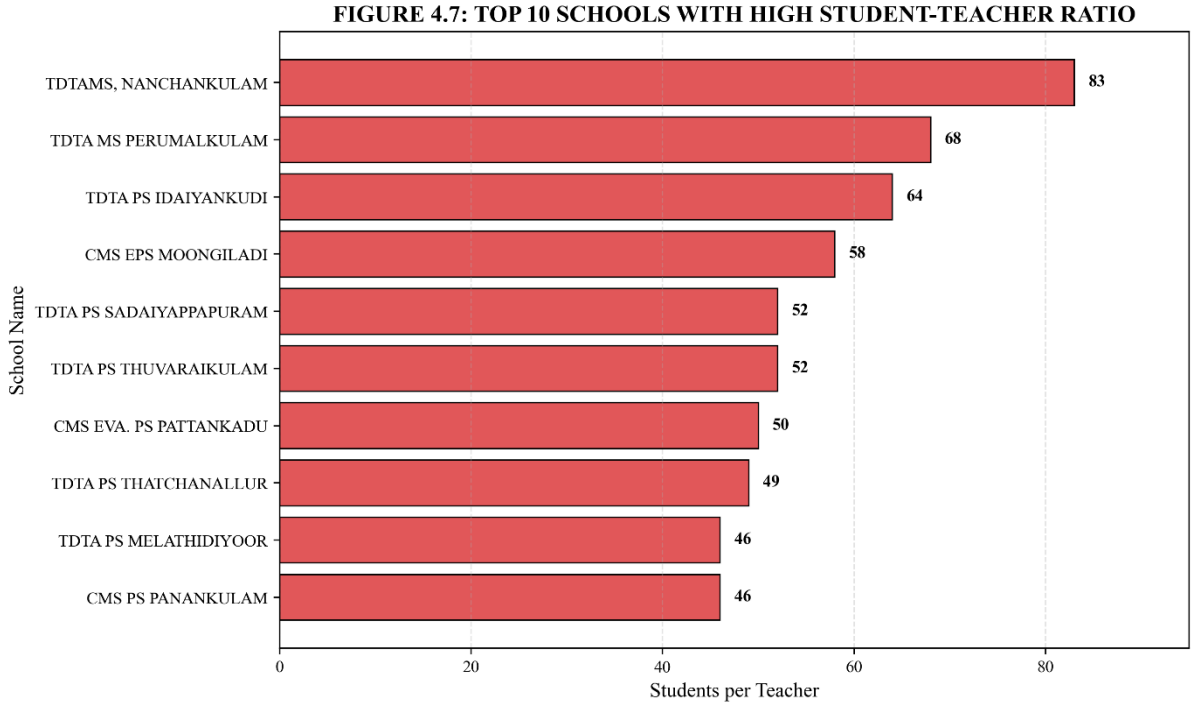
10	CMS PS PANANKULAM	Tirunelveli	Nanguneri	46	1	46.00

Source: Secondary Data

INTERPRETATION:

TDTAMS, Nanchankulam has the highest student-teacher ratio with 83 students per teacher. TDTA MS Perumalkulam has 68 students per teacher. These schools may face teacher pressure. Most of the top 10 high-ratio schools are located in Tirunelveli District.

FIGURE 4.7: TOP 10 SCHOOLS WITH HIGH STUDENT-TEACHER RATIO



MAJORITY:

Among the top 10 high student-teacher ratio schools, most schools are from Tirunelveli District. This shows that teacher pressure is more visible in some individual schools in Tirunelveli.

4.7.3 SCHOOLS WITH LOW STUDENT-TEACHER RATIO

TABLE 4.8: TOP 10 SCHOOLS WITH LOW STUDENT-TEACHER RATIO

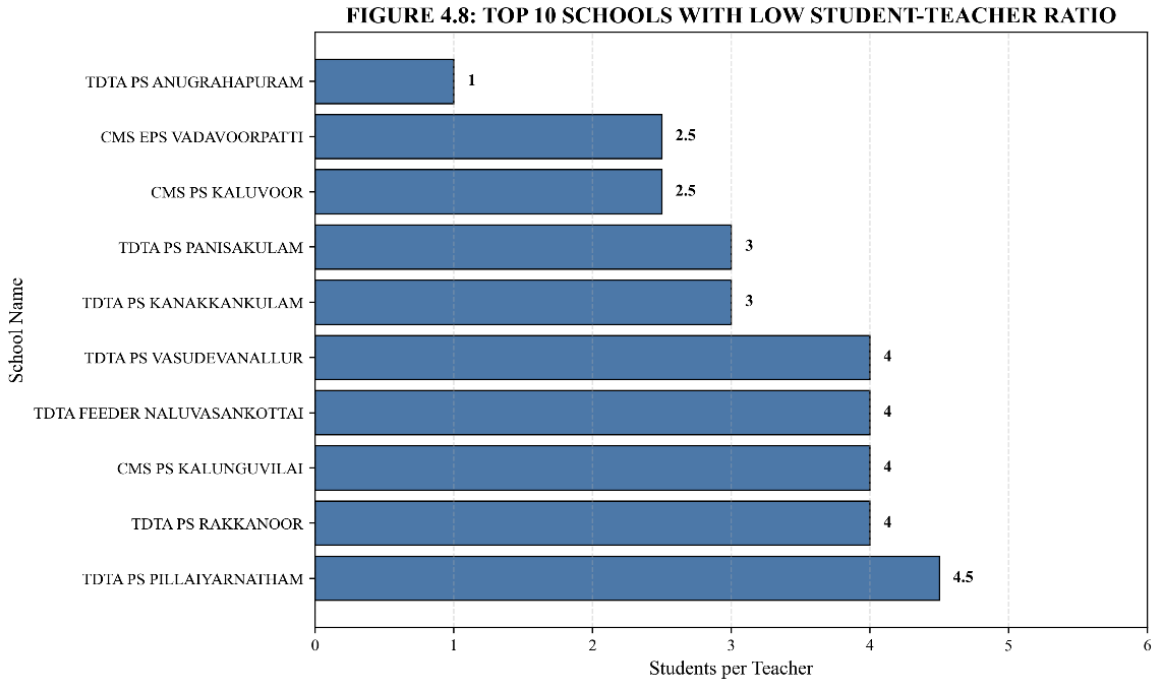
S.No	School Name	District	Block	Students	Teachers	Ratio
1	TDTA PS ANUGRAHAPURAM	Thoothukudi	Sathankulam	1	1	1.00
2	CMS EVANGELICAL PS VADAVOORPATTI	Tirunelveli	Kalakad	5	2	2.50
3	CMS PS KALUVOOR	Tirunelveli	Nanguneri	5	2	2.50
4	TDTA PS PANISAKULAM	Tirunelveli	Valliyoor	6	2	3.00
5	TDTA PS KANAKKANKULAM	Tirunelveli	Radhapuram	6	2	3.00
6	TDTA PS, VASUDEVANALLUR	Tenkasi	Vasudevanallur	8	2	4.00
7	TDTA FEEDER SCHOOL NALUVASANKOTTAI	Tenkasi	Kuruvikulam	8	2	4.00
8	CMS PS, KALUNGUVILAI	Thoothukudi	Sathankulam	8	2	4.00
9	TDTA PS RAKKANOOR	Tenkasi	Kuruvikulam	8	2	4.00
10	TDTA PRIMARY SCHOOL PILLAIYARNATHAM	Tenkasi	Kuruvikulam	9	2	4.50

Source: Secondary Data

INTERPRETATION:

Some schools have very low student-teacher ratios because student enrolment is very low. TDTA PS Anugrahapuram has only 1 student and 1 teacher. This does not show teacher shortage, but it raises questions about low enrolment and school sustainability.

FIGURE 4.8: TOP 10 SCHOOLS WITH LOW STUDENT-TEACHER RATIO



MAJORITY:

Among the top 10 low student-teacher ratio schools, TDTA schools are more in number. This shows that some TDTA schools have very low student strength compared to the number of teachers.

4.7.4 DISTRICT-WISE HIDDEN PRESSURE

TABLE 4.9: DISTRICT-WISE HIDDEN PRESSURE IN STUDENT-TEACHER RATIO

District	Total Schools	Schools Above 30 Students Per Teacher	Schools Above 40 Students Per Teacher	Schools Below 10 Students Per Teacher
Tenkasi	110	17	2	19
Tirunelveli	217	22	12	61
Thoothukudi	25	3	0	8
Total	**352**	**42**	**14**	**88**

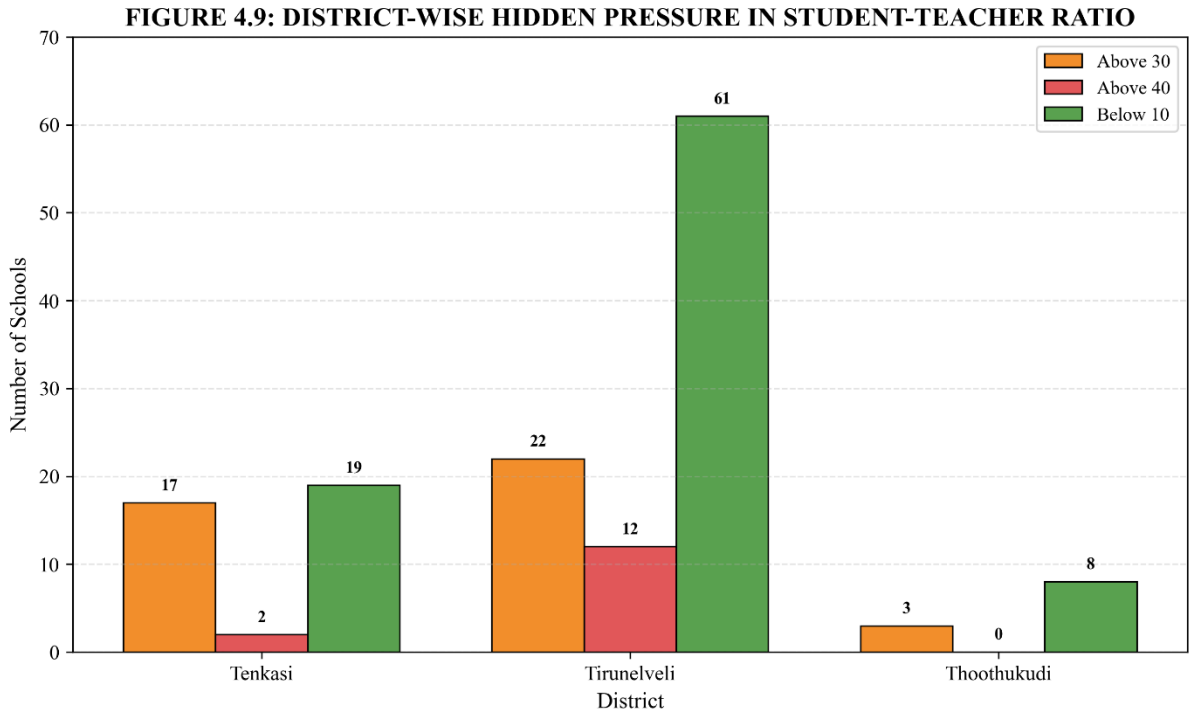
Source: Secondary Data

INTERPRETATION:

Tirunelveli has the highest number of high-pressure schools, with 22 schools above 30 students per teacher and 12 schools above 40 students per teacher. Tenkasi has 17 schools above 30 students per teacher. Thoothukudi has only 3 schools above 30 students per teacher.

This shows that even though Tirunelveli has a better overall ratio, it still has many schools with teacher pressure.

FIGURE 4.9: DISTRICT-WISE HIDDEN PRESSURE IN STUDENT-TEACHER RATIO



MAJORITY:

Tirunelveli District has the highest number of schools with both high teacher pressure and low student strength. This shows that school-level differences are more visible in Tirunelveli.

4.7.5 School Group-Wise Hidden Pressure

TABLE 4.10: SCHOOL GROUP-WISE HIDDEN PRESSURE IN STUDENT-TEACHER RATIO

School Group	Total Schools	Schools Above 30 Students Per Teacher	Schools Above 40 Students Per Teacher	Schools Below 10 Students Per Teacher
CMS	33	3	3	11
TDTA	319	39	11	77
Total	**352**	**42**	**14**	**88**

Source: Secondary Data

INTERPRETATION:

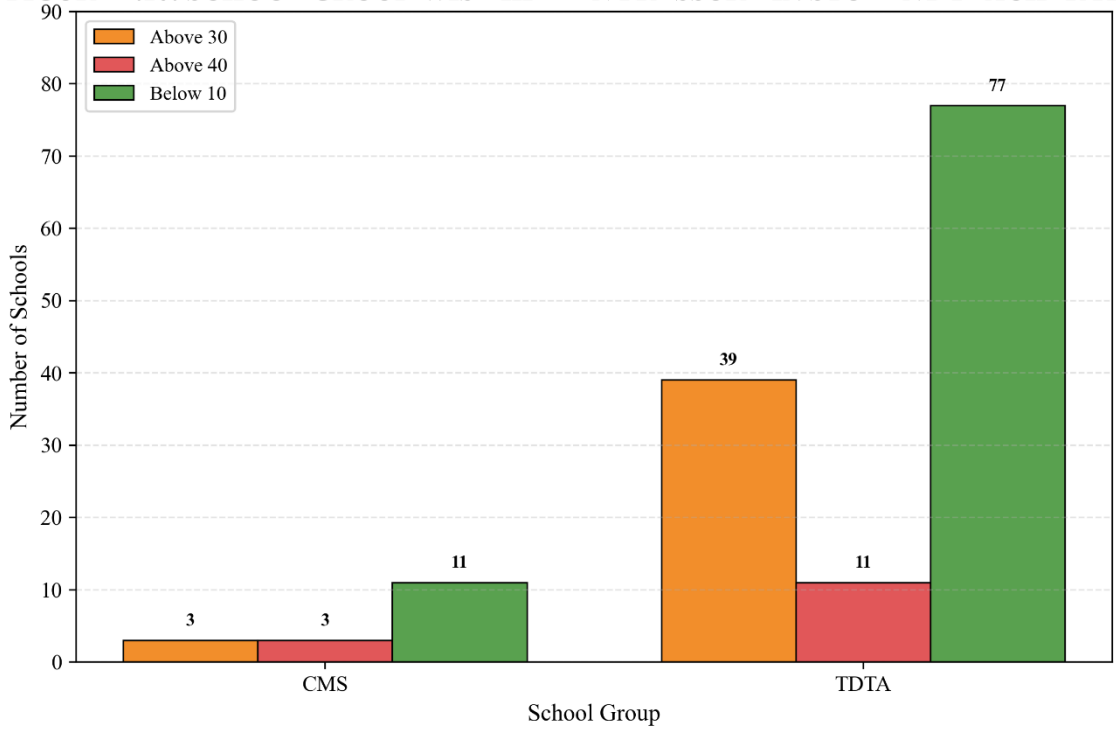
TDTA has 39 schools with more than 30 students per teacher, while CMS has 3 such schools. This is mainly because TDTA has a much larger number of schools in the selected dataset. TDTA also has 77 schools with less than 10 students per teacher, while CMS has 11 such schools.

This shows that both types of issues are present in the school system. Some schools have high teacher pressure, while some schools have very low student strength. These differences cannot be clearly understood by looking only at CMS and TDTA group-level totals.

Therefore, teacher distribution and student strength should be examined at the individual school level, not only at the school group level. This type of school-wise analysis will help to identify where teacher support is needed and where enrolment improvement is required.

FIGURE 4.10: SCHOOL GROUP-WISE HIDDEN PRESSURE IN STUDENT-TEACHER RATIO

FIGURE 4.10: SCHOOL GROUP-WISE HIDDEN PRESSURE IN STUDENT-TEACHER RATIO



MAJORITY:

TDTA has the majority of schools in high-ratio and low-ratio categories. This is mainly because TDTA has more schools in the dataset than CMS.

4.7.6 Critical Interpretation

The student-teacher ratio analysis shows that the overall average is not enough to understand the real situation. The average ratio of 20.24 looks good, but school-level data shows two different problems.

First, some schools have high student-teacher ratios, which may create teaching pressure. Second, many schools have very low student strength per teacher, which points to low enrolment and resource-use issues.

Therefore, the main need is not only to appoint more teachers everywhere, but to study school-wise teacher need, student strength, enrolment pattern, and local community demand. This will help the CSI Tirunelveli Diocese plan teacher support and enrolment improvement more effectively.

4.8 SCHOOL CATEGORY-WISE ANALYSIS

School category-wise analysis helps to understand the role of different levels of schools in the selected study area. The selected schools include primary, upper primary, secondary, and higher secondary categories. Each category serves students at different stages of education and has different needs in terms of teachers, classrooms, facilities, and academic support.

This analysis compares the number of schools, student enrolment, teacher availability, student-teacher ratio, and hidden pressure by school category. It helps to identify which category has more schools, which category serves more students, and which category faces higher teacher pressure.

By studying school categories separately, the research can provide a clearer understanding of the educational structure of CMS and TDTA schools. It also helps to identify whether primary schools, upper primary schools, or higher-level schools need more attention in future planning.

4.8.1 DISTRIBUTION OF SCHOOLS BY SCHOOL CATEGORY

This section shows how the selected 352 schools are distributed by school category.

TABLE 4.11: DISTRIBUTION OF SCHOOLS BY SCHOOL CATEGORY

School Category	Number of Schools	Percentage (%)
Primary	263	74.72
Primary with Upper Primary	76	21.59

Upper Primary and Secondary	8	2.27
Upper Primary, Secondary and Higher Secondary	4	1.14
Primary with Upper Primary, Secondary and Higher Secondary	1	0.28
Total	**352**	**100.00**

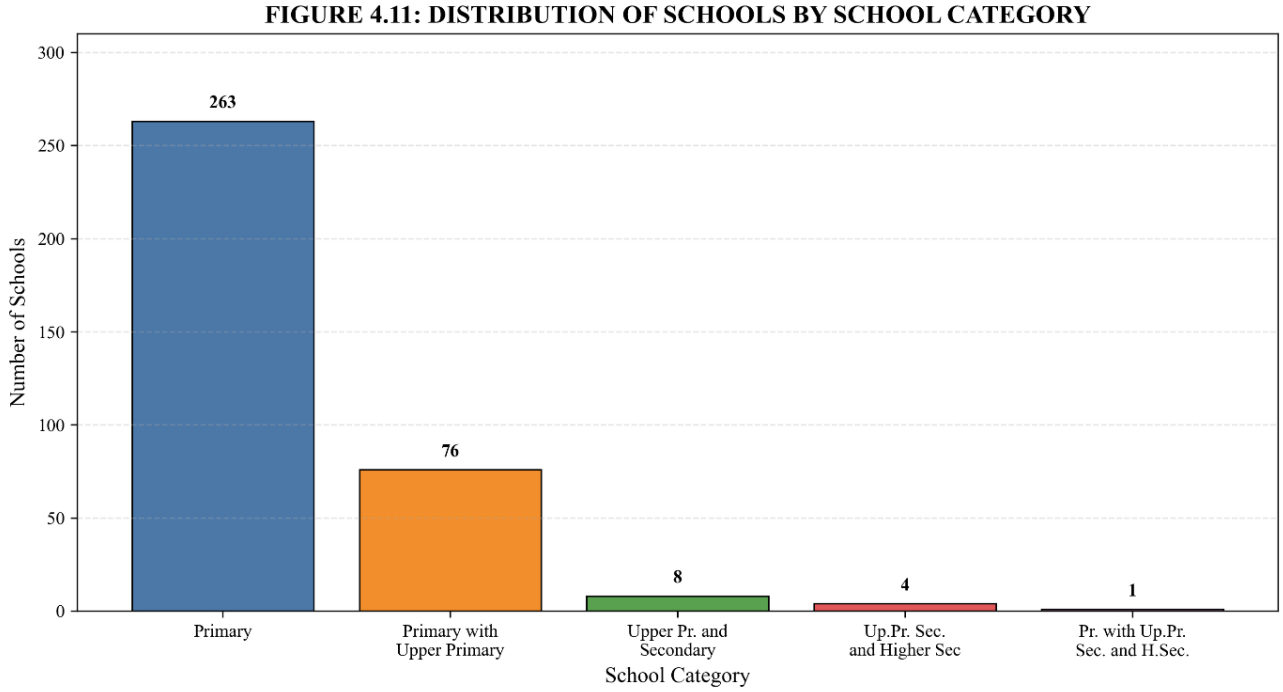
Source: Secondary Data

INTERPRETATION:

The table shows that primary schools are the largest category. Out of 352 schools, 263 schools are primary schools, forming 74.72 percent. Primary with upper primary schools are 76, forming 21.59 percent. Other school categories are very low in number.

This shows that the educational service of the selected CMS and TDTA schools is mainly concentrated at the primary level.

FIGURE 4.11: DISTRIBUTION OF SCHOOLS BY SCHOOL CATEGORY



MAJORITY:

Primary schools form the majority with 263 schools, representing 74.72 percent of the total.

4.8.2 ENROLMENT BY SCHOOL CATEGORY

This section shows student enrolment in each school category. It helps to understand which category serves more students.

TABLE 4.12: ENROLMENT BY SCHOOL CATEGORY

School Category	Total Students	Percentage (%)
Primary	9,343	41.62
Primary with Upper Primary	8,751	38.98
Upper Primary and Secondary	1,013	4.51
Upper Primary, Secondary and Higher Secondary	2,760	12.29
Primary with Upper Primary, Secondary and Higher Secondary	583	2.60
Total	**22,450**	**100.00**

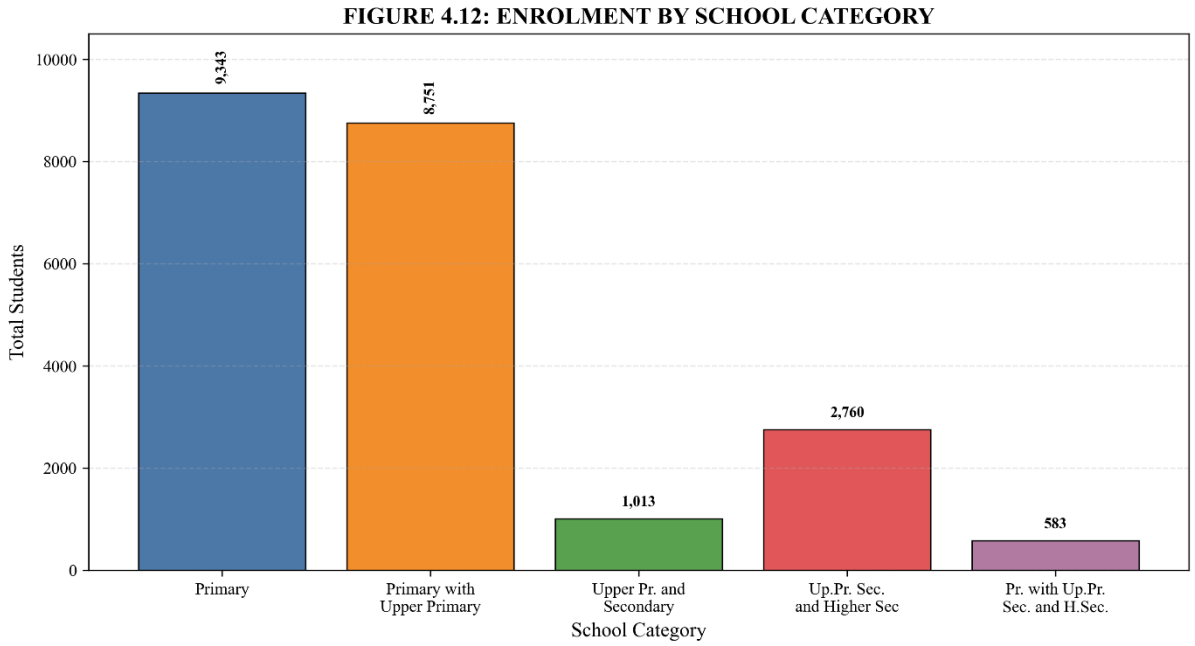
Source: Secondary Data

INTERPRETATION:

The table shows that primary schools have the highest enrolment with 9,343 students, forming 41.62 percent. Primary with upper primary schools have 8,751 students, forming 38.98 percent.

Although primary schools are highest in number, primary with upper primary schools also serve a large share of students. Higher secondary category schools are fewer in number but have 2,760 students, which shows that larger schools serve more students.

FIGURE 4.12: ENROLMENT BY SCHOOL CATEGORY



MAJORITY:

Primary schools have the majority of student enrolment with 9,343 students, representing 41.62 percent.

4.8.3 TEACHERS BY SCHOOL CATEGORY

This section shows the total number of teachers available in each school category.

TABLE 4.13: TEACHERS BY SCHOOL CATEGORY

School Category	**Total Teachers**
Primary	543
Primary with Upper Primary	388
Upper Primary and Secondary	51
Upper Primary, Secondary and Higher Secondary	102
Primary with Upper Primary, Secondary and Higher Secondary	25
Total	**1,109**

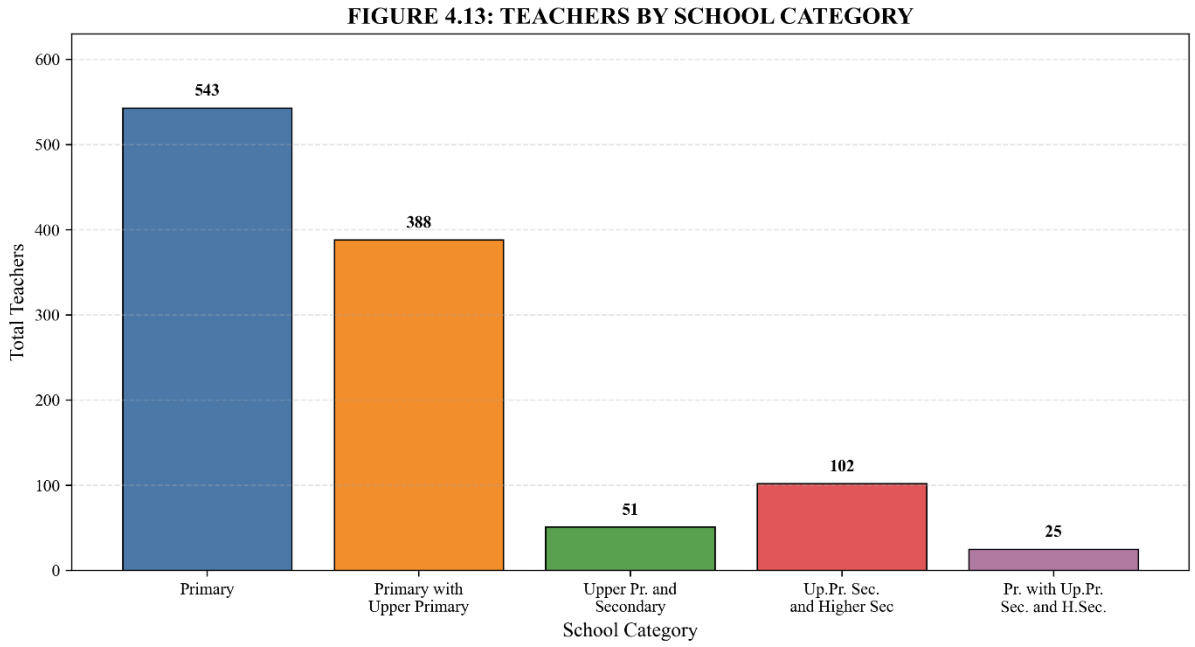
Source: Secondary Data

INTERPRETATION:

The table shows that primary schools have the highest number of teachers with 543 teachers. Primary with upper primary schools have 388 teachers. The other categories have fewer teachers because the number of schools in those categories is also low.

This shows that teacher availability is also mainly concentrated in primary schools.

FIGURE 4.13: TEACHERS BY SCHOOL CATEGORY



MAJORITY:

Primary schools have the majority of teachers with 543 teachers.

4.8.4 STUDENT-TEACHER RATIO BY SCHOOL CATEGORY

This section compares student-teacher ratio across school categories. It helps to identify which category has higher teacher pressure.

TABLE 4.14: STUDENT-TEACHER RATIO BY SCHOOL CATEGORY

School Category	Total Students	Total Teachers	Student-Teacher Ratio
Primary	9,343	543	17.21
Primary with Upper Primary	8,751	388	22.55
Upper Primary and Secondary	1,013	51	19.86
Upper Primary, Secondary and Higher Secondary	2,760	102	27.06
Primary with Upper Primary, Secondary and Higher Secondary	583	25	23.32
Total	**22,450**	**1,109**	**20.24**

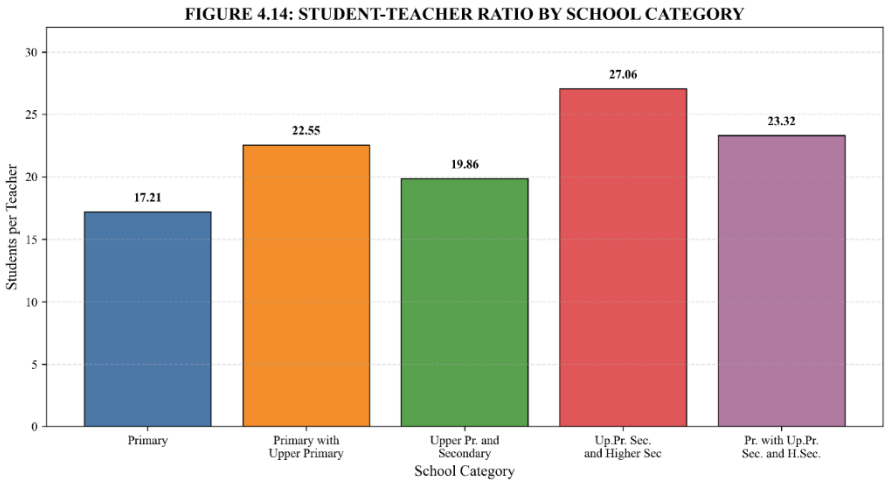
Source: Secondary Data

INTERPRETATION:

The table shows that the highest student-teacher ratio is found in upper primary, secondary and higher secondary schools with 27.06 students per teacher. Primary with upper primary schools have 22.55 students per teacher.

Primary schools have a lower ratio of 17.21 students per teacher. This shows that teacher pressure is higher in schools that provide higher levels of education.

FIGURE 4.14: STUDENT-TEACHER RATIO BY SCHOOL CATEGORY



MAJORITY:

Upper primary, secondary and higher secondary schools have the highest student-teacher ratio with 27.06 students per teacher.

4.8.5 CATEGORY-WISE HIDDEN PRESSURE

This section identifies school categories that have high student-teacher pressure and very low student strength.

TABLE 4.15: CATEGORY-WISE HIDDEN PRESSURE

School Category	Total Schools	Schools Above 30 Students Per Teacher	Schools Above 40 Students Per Teacher	Schools Below 10 Students Per Teacher
Primary	263	27	9	79
Primary with Upper Primary	76	12	4	8
Upper Primary and Secondary	8	2	1	1
Upper Primary, Secondary and Higher Secondary	4	1	0	0
Primary with Upper Primary, Secondary and Higher Secondary	1	0	0	0
Total	**352**	**42**	**14**	**88**

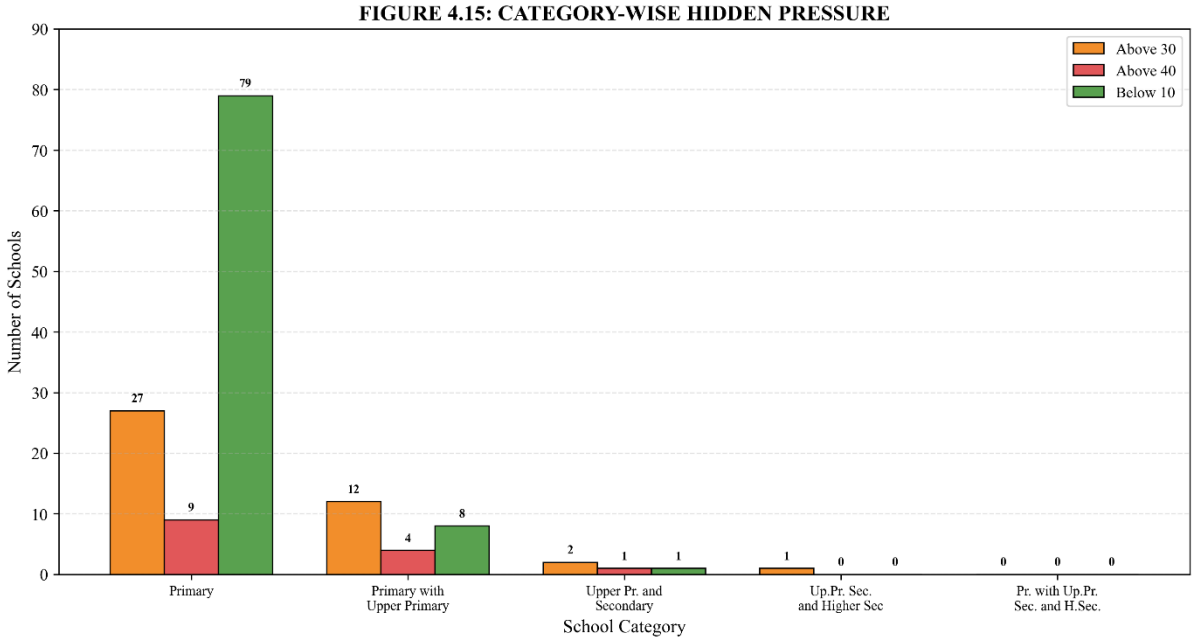
Source: Secondary Data

INTERPRETATION:

The table shows that primary schools have the highest number of schools with hidden issues. Among primary schools, 27 schools have more than 30 students per teacher, and 9 schools have more than 40 students per teacher. At the same time, 79 primary schools have less than 10 students per teacher.

This shows two different problems in primary schools. Some primary schools have teacher pressure, while many primary schools have very low student strength. Therefore, primary schools need special attention in both teacher planning and enrolment improvement.

FIGURE 4.15: CATEGORY-WISE HIDDEN PRESSURE



MAJORITY:

Primary schools form the majority in all hidden-pressure categories. This is mainly because primary schools are the largest school category in the dataset.

4.9 INFRASTRUCTURE ANALYSIS

Infrastructure analysis in this chapter focuses on hidden issues. Chapter 3 already explained the basic infrastructure profile. Therefore, this section does not repeat only building counts. Instead, it checks whether classrooms are adequate for student strength and whether some schools need special attention.

4.9.1 CLASSROOM ADEQUACY VS STUDENT STRENGTH

Classroom adequacy is measured by comparing the number of students with the number of instructional classrooms. This helps to understand whether classrooms are enough for the student strength.

TABLE 4.16: CLASSROOM ADEQUACY VS STUDENT STRENGTH

Indicator	Number
Total Students	22,450
Total Instructional Classrooms	1,842
Average Students Per Classroom	12.19
Schools With More Than 30 Students Per Classroom	9
Schools With More Than 40 Students Per Classroom	1

Source: Secondary Data

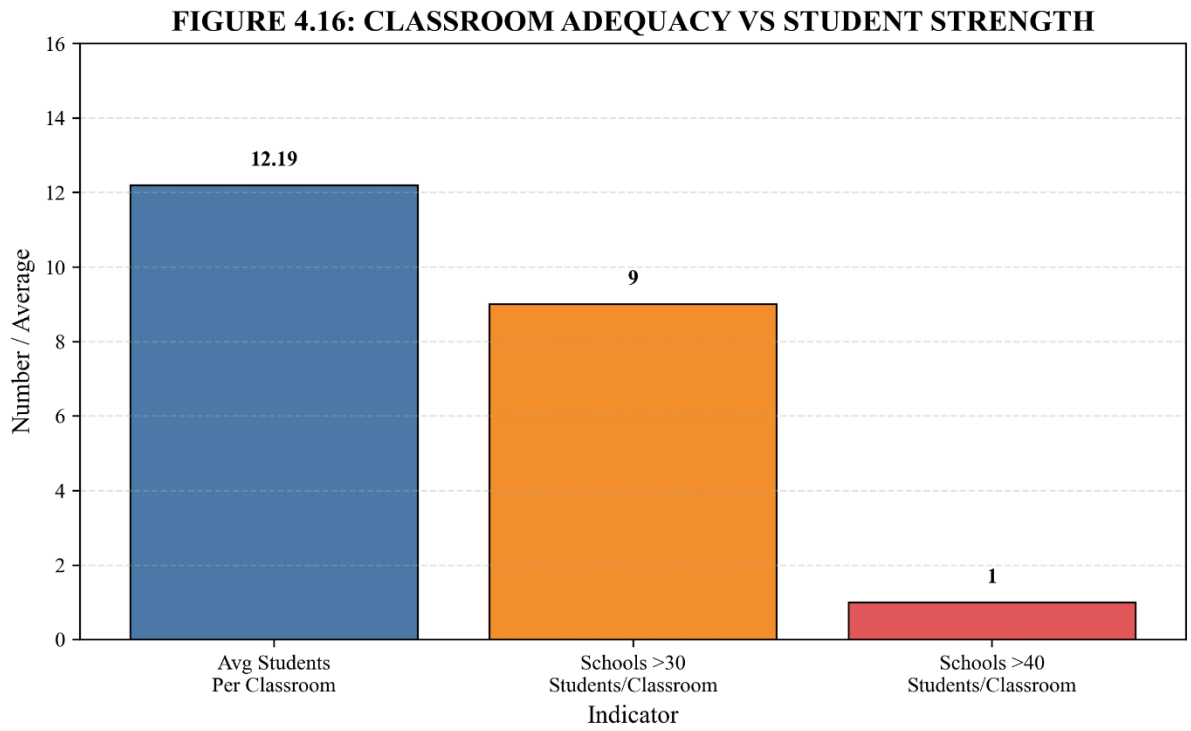
INTERPRETATION:

The overall average is 12.19 students per classroom. This appears to be a good position at the general level, because the average number of students per classroom is low.

However, school-level analysis gives a clearer picture. There are 9 schools with more than 30 students per classroom, and 1 school has more than 40 students per classroom. This shows that even though the overall average is favourable, some individual schools face classroom pressure.

Therefore, the classroom position should not be judged only by the overall average. School-wise analysis is important to identify the specific schools where classroom space may not be sufficient for the student strength.

FIGURE 4.16: CLASSROOM ADEQUACY VS STUDENT STRENGTH



MAJORITY:

Most schools do not have classroom pressure. However, 9 schools need attention because they have more than 30 students per classroom.

4.9.2 GOOD CLASSROOM ADEQUACY ANALYSIS

Good classroom adequacy checks only classrooms reported in good condition. This is more critical than using total classrooms because some classrooms may require repair.

TABLE 4.17: GOOD CLASSROOM ADEQUACY ANALYSIS

Indicator	Number
Total students	22,450
Good condition classrooms	1,469
Average students per good classroom	15.28
Schools with more than 30 students per good classroom	60

Schools with more than 40 students per good classroom	45

Source: Secondary Data

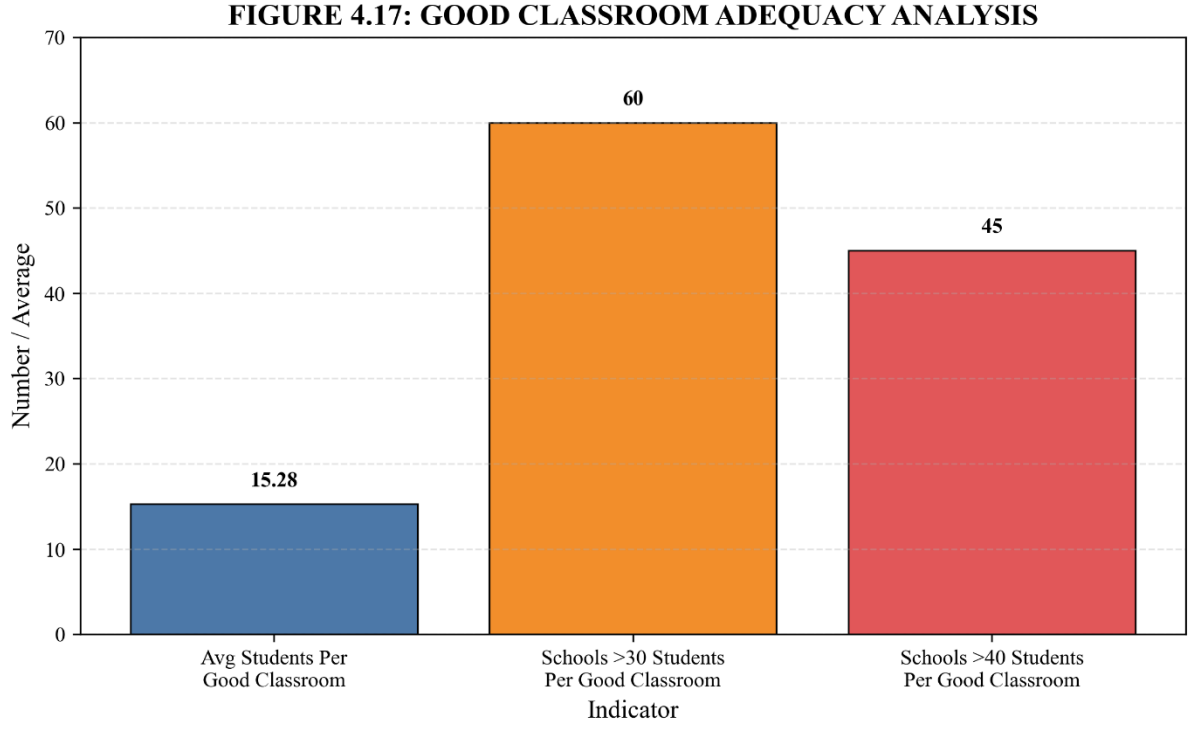
INTERPRETATION:

When all instructional classrooms are considered, the average looks very good. But when only good condition classrooms are considered, the pressure becomes clearer.

There are 60 schools with more than 30 students per good classroom. Among them, 45 schools have more than 40 students per good classroom. This shows that classroom condition changes the real picture of infrastructure adequacy.

FIGURE 4.17: GOOD CLASSROOM ADEQUACY ANALYSIS

FIGURE 4.17: GOOD CLASSROOM ADEQUACY ANALYSIS



MAJORITY:

Most schools have acceptable classroom adequacy, but 60 schools show pressure when only good condition classrooms are considered.

4.9.3 HIGH CLASSROOM PRESSURE SCHOOLS

This section identifies schools with high students per classroom. These schools need attention because classroom pressure can affect teaching, seating, and learning environment.

TABLE 4.18: TOP 10 SCHOOLS WITH HIGH CLASSROOM PRESSURE

S.No.	School Name	District	Block	Students	Classrooms	Students per Class
1	TDTA PS-KARUMBANOOR	Tenkasi	Keelapavoor	108	1	108.00
2	TDTA PRIMARY SCHOOL, JERUSALEM DHARMANAGAR	Tenkasi	Melaneelithanallur	39	1	39.00
3	TDTA PS PUDHUKURICHI	Tirunelveli	Nanguneri	37	1	37.00
4	CMS. EVA. PS VANIANKULAM	Tirunelveli	Cheranmahadevi	36	1	36.00
5	TDTA PS SANKARANKOVIL	Tenkasi	Sankarankovil	103	3	34.33
6	TDTA MS, Alangulam	Tenkasi	Alangulam	367	11	33.36
7	TDTA ST ANDREW'S HIGH SCHOOL KOODANKULAM	Tirunelveli	Radhapuram	287	9	31.89
8	TDTA PS, BURKITMANAGAR	Tirunelveli	Palay-Rural	157	5	31.40
9	TDTA PSP HSS PUTHUKOTTAI	Thoothukudi	Thoothukudi Rural	1,564	51	30.67
10	TDTA HSS, CHRISTIANAGARAM	Thoothukudi	Udangudi	827	28	29.54

Source: Secondary Data

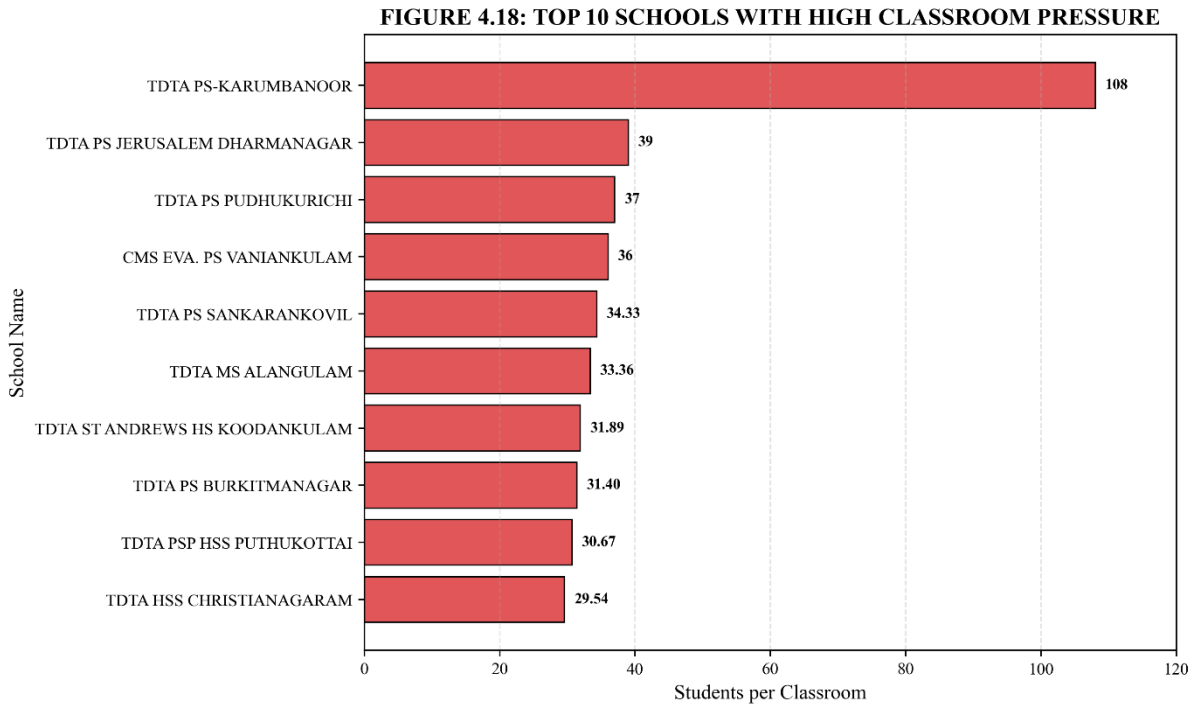
INTERPRETATION:

TDTA PS-Karumbanoor has the highest classroom pressure, with 108 students and only 1 classroom. This means that the school has 108 students per classroom, which is a serious infrastructure concern.

Other schools also show classroom pressure, mostly above 30 students per classroom. These schools may face difficulties related to seating arrangement, classroom management, individual attention, and effective teaching-learning activities.

This shows that school-level analysis is very important. The overall classroom average appears good, but it hides the problems faced by individual schools. Therefore, classroom adequacy should be studied school-wise to identify schools that need additional classroom support or better space management.

FIGURE 4.18: TOP 10 SCHOOLS WITH HIGH CLASSROOM PRESSURE



MAJORITY:

TDTA schools form the majority among the top 10 high classroom pressure schools.

4.9.4 INFRASTRUCTURE RISK BASED ON BUILDING AND CLASSROOM PRESSURE

This section checks whether any rented building school also has classroom pressure. Such schools need more attention because they have both ownership risk and classroom pressure.

TABLE 4.19: RENTED BUILDING SCHOOL WITH CLASSROOM PRESSURE

School Name	District	Block	Students	Classrooms	Students Per Class
TDTA PS PUDHUKURICHI	Tirunelveli	Nanguneri	37	1	37.00

Source: Secondary Data

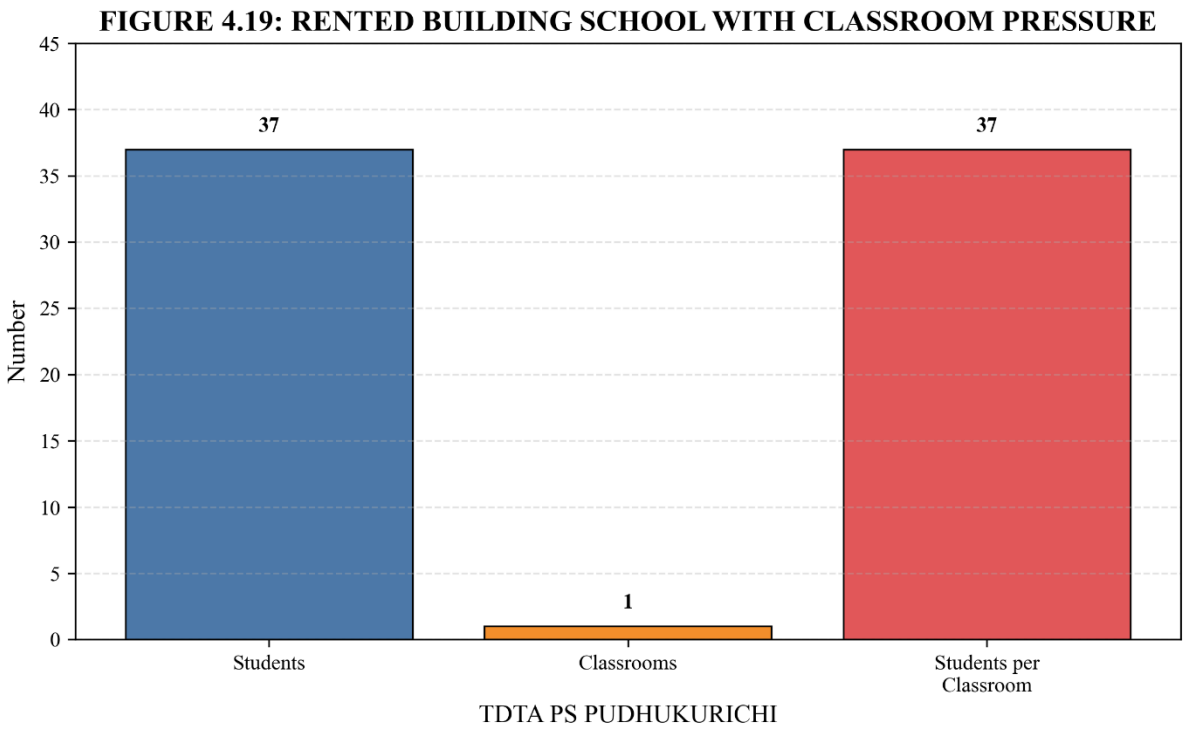
INTERPRETATION:

Only one rented building school has more than 30 students per classroom. This school is TDTA PS Pudhukurichi, located in Tirunelveli District. It has 37 students and only 1 classroom, giving a classroom pressure of 37 students per classroom.

This is important because the school has two infrastructure concerns at the same time. First, it is functioning in a rented building. Second, it has classroom pressure. A rented building may create limitations in expansion, maintenance, and long-term infrastructure planning.

Therefore, TDTA PS Pudhukurichi needs special infrastructure attention. The school may be reviewed for classroom adequacy, building stability, and long-term facility improvement.

FIGURE 4.19: RENTED BUILDING SCHOOL WITH CLASSROOM PRESSURE



MAJORITY:

Only one school falls under both rented building and classroom pressure. This makes it a priority case for infrastructure review.

4.9.5 CRITICAL INTERPRETATION OF INFRASTRUCTURE GAPS

The infrastructure analysis shows that the overall classroom position is good when total classrooms are considered. The average students per classroom is only 12.19. However, deeper analysis shows hidden gaps.

When only good condition classrooms are considered, 60 schools have more than 30 students per good classroom, and 45 schools have more than 40 students per good classroom. This shows that classroom condition is more important than classroom count alone.

The major concern is not a general shortage of classrooms across all schools. The concern is concentrated in selected schools where classroom pressure is high or where good condition classrooms are not enough. Therefore, infrastructure planning should focus on school-level needs rather than only overall averages.

4.9.6 INFRASTRUCTURE AND ENROLMENT RELATIONSHIP

Infrastructure may have a connection with student enrolment. Schools with better facilities may attract more students, while schools with fewer facilities may have lower enrolment. However, enrolment is not decided by infrastructure alone. Other factors such as location, school reputation, distance, transport, teaching quality, and community preference may also influence enrolment.

In this section, average enrolment is compared with selected infrastructure facilities such as building status, internet, library, playground, ramps, and handrails. This helps to understand whether schools with better infrastructure show higher average enrolment.

TABLE 4.20: INFRASTRUCTURE AND AVERAGE ENROLMENT

Infrastructure Indicator	Category	Number of Schools	Average Enrolment
Building Status	Private	325	65.54
Building Status	Rented	24	41.71
Building Status	Government	3	49.67
Internet	Not Available	166	50.48
Internet	Available	186	75.65
Library	Not Available	22	39.05
Library	Available	330	65.43
Playground	Not Available	22	44.36
Playground	Available	330	65.07
Ramps	Not Available	26	24.50

Ramps	Available	326	66.91
Handrails	Not Available	62	44.47
Handrails	Available	290	67.91

Source: Secondary Data

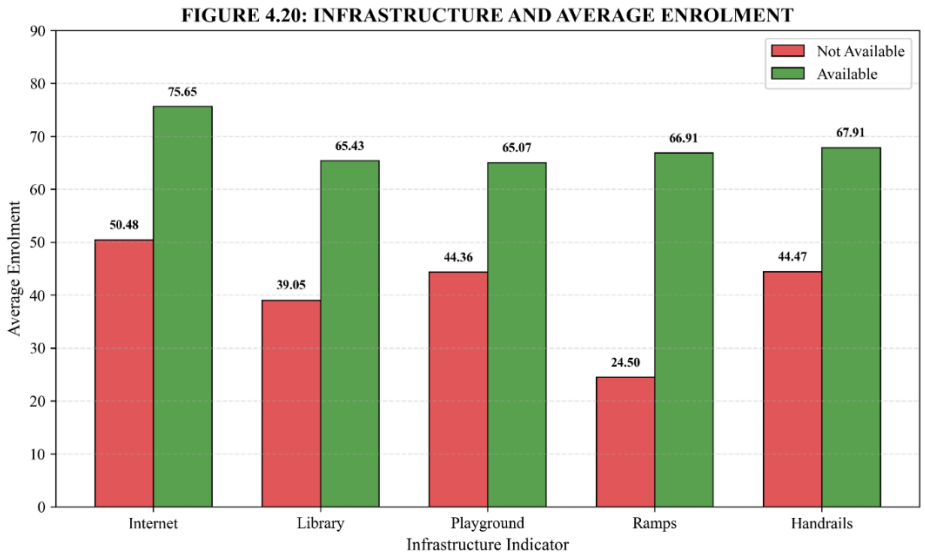
INTERPRETATION:

The table shows that schools with better infrastructure generally have higher average enrolment. Private building schools have an average enrolment of 65.54, while rented building schools have an average enrolment of 41.71.

Schools with internet facility have an average enrolment of 75.65, while schools without internet have only 50.48. Similarly, schools with library, playground, ramps, and handrails also show higher average enrolment than schools without these facilities.

This suggests that infrastructure may be connected with school enrolment. However, this does not prove that infrastructure alone increases enrolment. Other factors such as location, school reputation, transport, teaching quality, and community preference may also influence enrolment.

FIGURE 4.20: INFRASTRUCTURE AND AVERAGE ENROLMENT



MAJORITY:

Schools with better infrastructure show higher average enrolment. Internet availability shows a clear difference, with schools having internet showing higher average enrolment than schools without internet.

4.10 BASIC FACILITIES ANALYSIS

Basic facilities are essential for a safe and healthy school environment. Chapter 3 presented the general availability of basic facilities. In this chapter, the analysis goes deeper by checking gaps, functionality, and student pressure on facilities.

4.10.1 BASIC FACILITY AVAILABILITY GAP

This section identifies the number of schools where selected basic facilities are not available.

TABLE 4.21: BASIC FACILITY AVAILABILITY GAP

Facility	Available Schools	Gap Schools	Gap Percentage (%)
Handwash Facility	348	4	1.14
Handwash Facility for Meal	350	2	0.57
Drinking Water	352	0	0.00
Electricity	352	0	0.00
Library	330	22	6.25
Playground	330	22	6.25
Medical Check-up	350	2	0.57
Ramps	326	26	7.39
Handrails	290	62	17.61

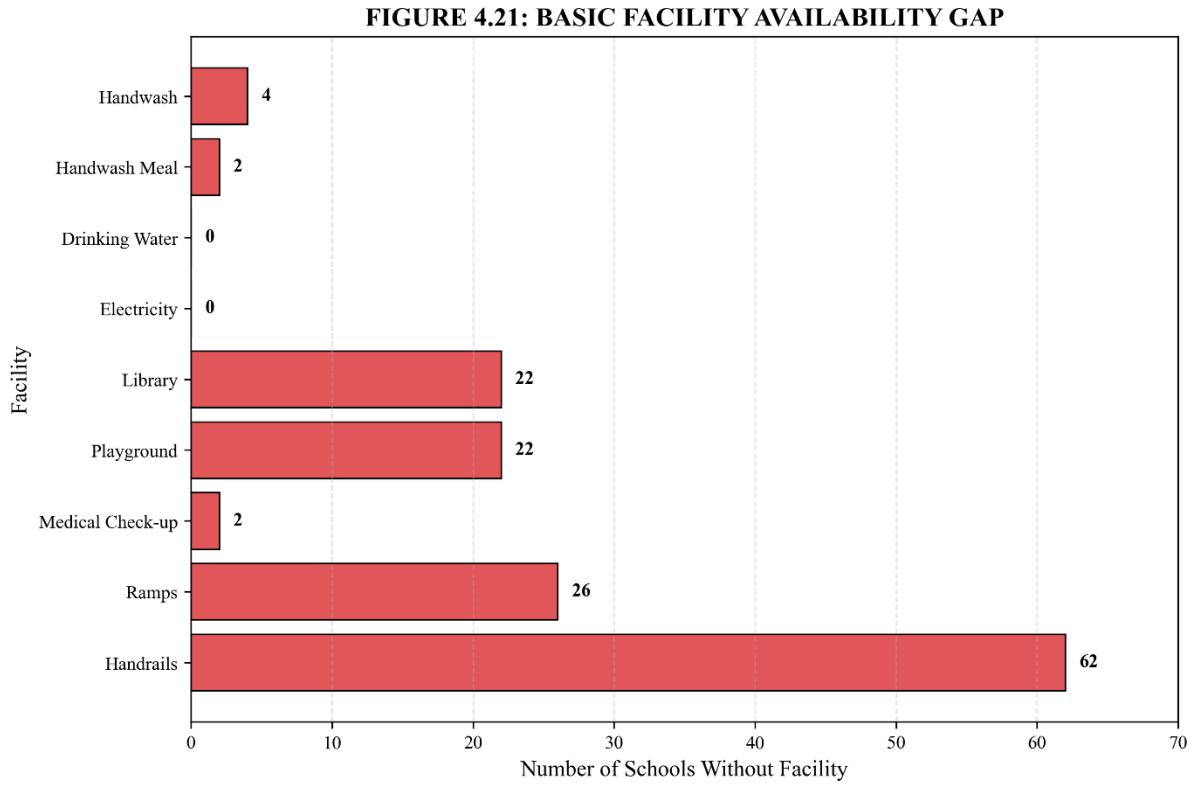
Source: Secondary Data

INTERPRETATION:

The table shows that drinking water and electricity are available in all 352 schools. This is a positive finding. However, gaps are found in some facilities. Handrails are missing in 62 schools, ramps are missing in 26 schools, and library and playground facilities are missing in 22 schools each.

This shows that the major basic facility gap is found in accessibility facilities, especially handrails.

FIGURE 4.21: BASIC FACILITY AVAILABILITY GAP



MAJORITY:

Handrails have the highest gap, with 62 schools not having the facility.

4.10.2 TOILET FUNCTIONALITY ANALYSIS

Toilet availability alone is not enough. Toilets should also be functional. This section checks whether both boys' and girls' functional toilets are available.

TABLE 4.22: TOILET FUNCTIONALITY ANALYSIS

Indicator	Number of Schools
Total Schools	352
Schools with Both Boys' and Girls' Functional Toilets	330
Schools Needing Toilet Functionality Check	22

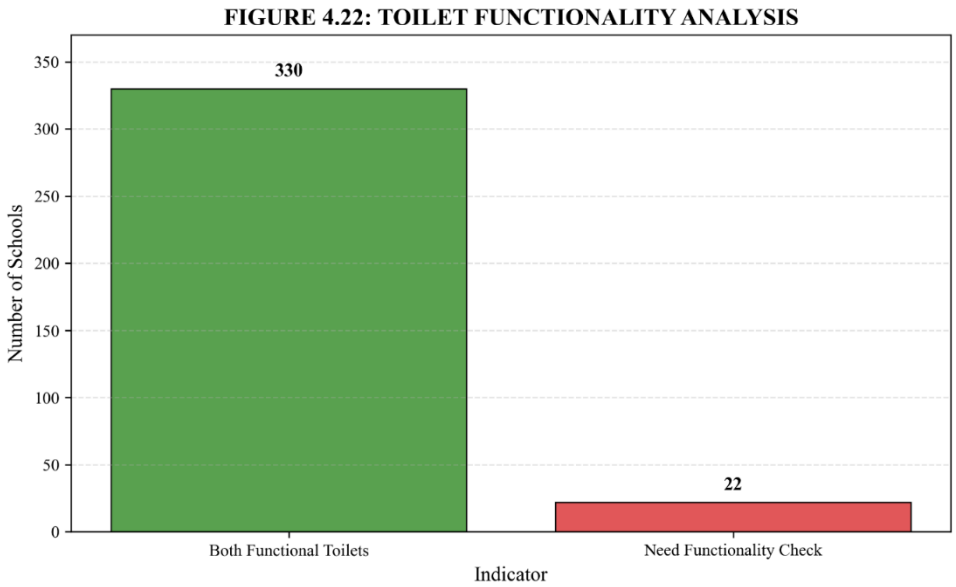
Source: Secondary Data

INTERPRETATION:

The table shows that all schools report toilet availability, but only 330 schools have both boys' and girls' functional toilets. This means 22 schools need further checking in toilet functionality.

This is important because availability alone does not prove usability.

FIGURE 4.22: TOILET FUNCTIONALITY ANALYSIS



MAJORITY:

Most schools have both boys' and girls' functional toilets, but 22 schools still need toilet functionality checking.

4.10.3 BOYS' AND GIRLS' TOILET FUNCTIONALITY

This section separately checks boys' and girls' toilet availability and functionality.

TABLE 4.23: BOYS' AND GIRLS' TOILET FUNCTIONALITY

Toilet Type	Available Schools	Functional Schools	Functionality Gap
Boys' Toilet	337	336	1
Girls' Toilet	345	344	1

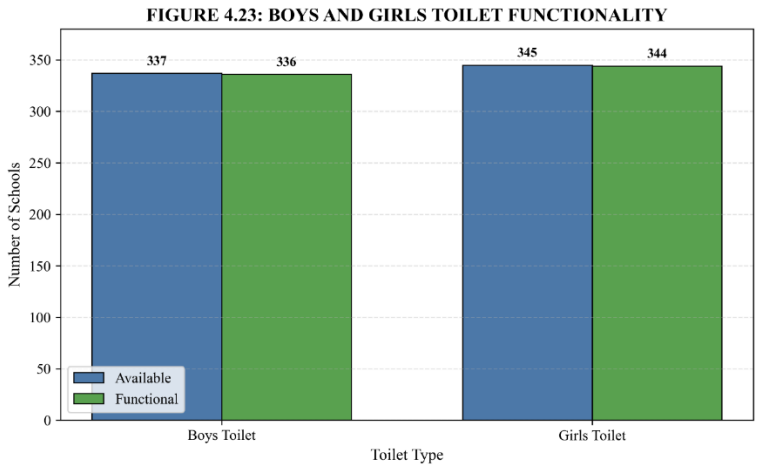
Source: Secondary Data

INTERPRETATION:

The table shows that boys' toilets are available in 337 schools and functional in 336 schools. Girls' toilets are available in 345 schools and functional in 344 schools.

The functionality gap is low, but the separate check is important because toilets must be usable, especially for student health and girls' attendance.

FIGURE 4.23: BOYS' AND GIRLS' TOILET FUNCTIONALITY



MAJORITY:

Girls' toilet availability and functionality are slightly higher than boys' toilet availability and functionality.

4.10.4 STUDENT PRESSURE ON FUNCTIONAL TOILETS

This section compares the number of students with the number of functional toilets. This helps to understand whether toilets are adequate for student strength.

TABLE 4.24: STUDENT PRESSURE ON FUNCTIONAL TOILETS

Indicator	Number
Total Students	22,450
Total Functional Toilets	1,161
Average Students Per Functional Toilet	19.34
Schools With More Than 50 Students Per Functional Toilet	11
Schools With No Functional Toilet Reported	2

Source: Secondary Data

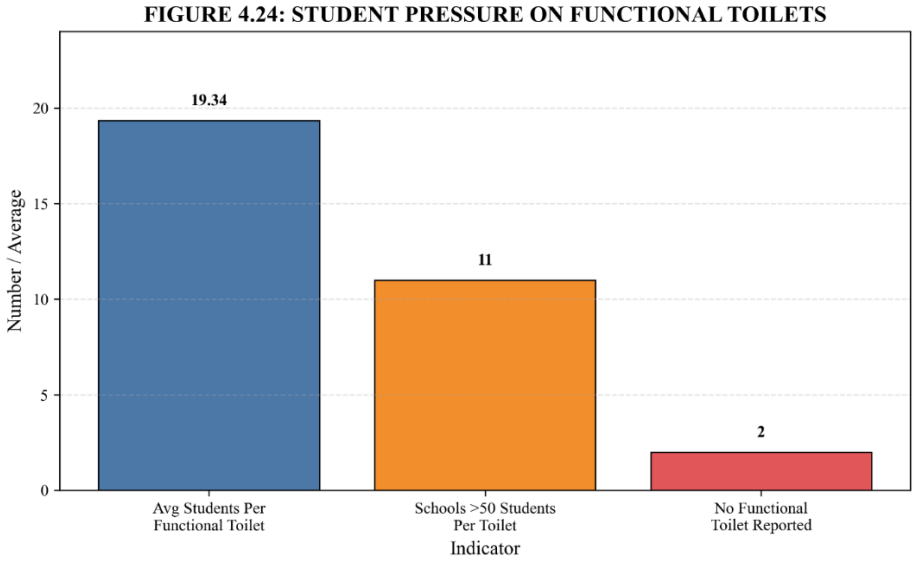
INTERPRETATION:

The average is 19.34 students per functional toilet. This appears acceptable at the overall level because the average number of students per functional toilet is not very high.

However, school-level analysis shows hidden issues. There are 11 schools with more than 50 students per functional toilet. In addition, 2 schools have no functional toilet reported. These schools may face difficulties related to hygiene, sanitation, student comfort, and daily school functioning.

This shows that toilet adequacy should not be judged only by the overall average. It should be checked at the individual school level. School-wise analysis helps to identify schools where additional functional toilets or toilet maintenance may be required.

FIGURE 4.24: STUDENT PRESSURE ON FUNCTIONAL TOILETS



MAJORITY:

Most schools do not show high toilet pressure, but 11 schools need attention due to high students per functional toilet.

4.10.5 SCHOOLS WITH TOILET PRESSURE

This section lists the schools with the highest pressure on functional toilets.

TABLE 4.25: TOP 10 SCHOOLS WITH TOILET PRESSURE

S.No.	School Name	District	Block	Students	Functional Toilets	Students Per Functional Toilet
1	TDTA PS KILAKULAM	Tirunelveli	Cheranmahadevi	25	0	No Functional Toilet

2	TDTA PS ILAYANAINARKULAM	Tirunelveli	Nanguneri	19	0	No Functional Toilet
3	TDTAMS, PARVATHIAPURAM	Tirunelveli	Manur	154	2	77.00
4	TDTA MS, Alangulam	Tenkasi	Alangulam	367	5	73.40
5	TDTA MS, Karuvantha	Tenkasi	Alangulam	254	4	63.50
6	TDTA MS-RAJAGOBALAPERI	Tenkasi	Keelapavoor	121	2	60.50
7	CMS MACWHIRTER MIDDLE SCHOOL TENKASI	Tenkasi	Tenkasi	299	5	59.80
8	TDTA PS - KALLURANI	Tenkasi	Keelapavoor	116	2	58.00
9	TDTA PS, PILLAIKULAM	Tirunelveli	Cheranmahadevi	116	2	58.00
10	TDTA MS ARUNACHALAPURAM	Tenkasi	Sankarankovil	231	4	57.75

Source: Secondary Data

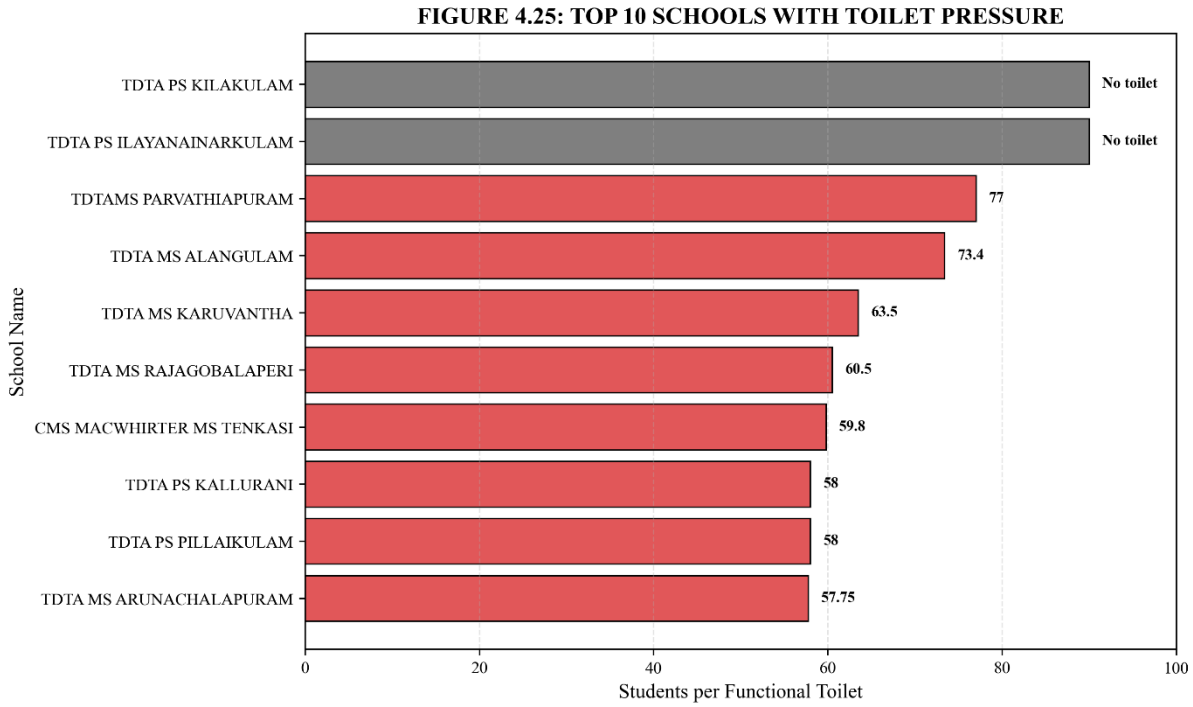
INTERPRETATION:

The table shows that two schools have no functional toilet reported. They are TDTA PS Kilakulam and TDTA PS Ilayanainarkulam, both located in Tirunelveli District.

Among schools with functional toilets, TDTAMS, Parvathiapuram has the highest pressure with 77 students per functional toilet. TDTA MS, Alangulam has 73.40 students per functional toilet.

This shows that toilet pressure is concentrated in selected schools and needs priority attention.

FIGURE 4.25: TOP 10 SCHOOLS WITH TOILET PRESSURE



MAJORITY:

TDTA schools form the majority among the schools with high toilet pressure.

4.11 DIGITAL FACILITIES ANALYSIS

Digital facilities are important for modern teaching and learning. Chapter 3 showed the basic availability of digital facilities. In this chapter, the analysis goes deeper by checking digital gaps, digital readiness, and schools with strong and weak digital facilities.

4.11.1 DIGITAL FACILITY GAP ANALYSIS

TABLE 4.26: DIGITAL FACILITY GAP ANALYSIS

Digital Facility	Available Schools	Gap Schools	Gap Percentage (%)
Internet	186	166	47.16
ICT Lab	3	349	99.15
Laptop	39	313	88.92

Tablet	4	348	98.86
Functional Desktop	70	282	80.11
Digital Board	3	349	99.15
Projector	14	338	96.02
Printer	17	335	95.17

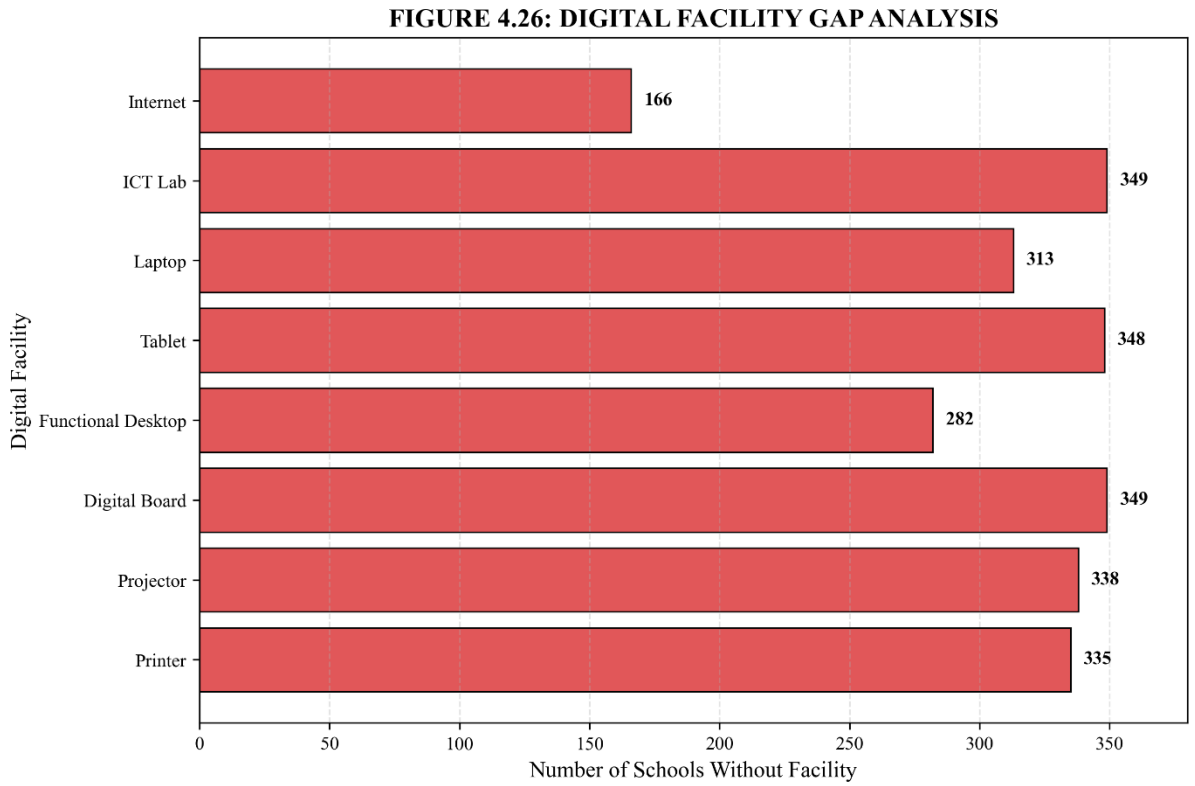
Source: Secondary Data

INTERPRETATION:

The table shows that digital facility gaps are very high. ICT labs and digital boards are missing in 349 schools each. Tablets are missing in 348 schools, projectors in 338 schools, and printers in 335 schools.

Internet is available in 186 schools, but 166 schools do not have internet. This shows that digital readiness is still limited in many selected schools.

FIGURE 4.26: DIGITAL FACILITY GAP ANALYSIS



MAJORITY:

ICT lab and digital board have the highest gap, with 349 schools not having these facilities.

4.11.2 INTERNET AVAILABILITY VS DIGITAL EQUIPMENT

TABLE 4.27: INTERNET AVAILABILITY VS DIGITAL EQUIPMENT

Indicator	Number of Schools
Schools with Internet	186
Schools with Internet but No Digital Equipment	126
Schools with Internet and Some Digital Equipment	60

Source: Secondary Data

INTERPRETATION:

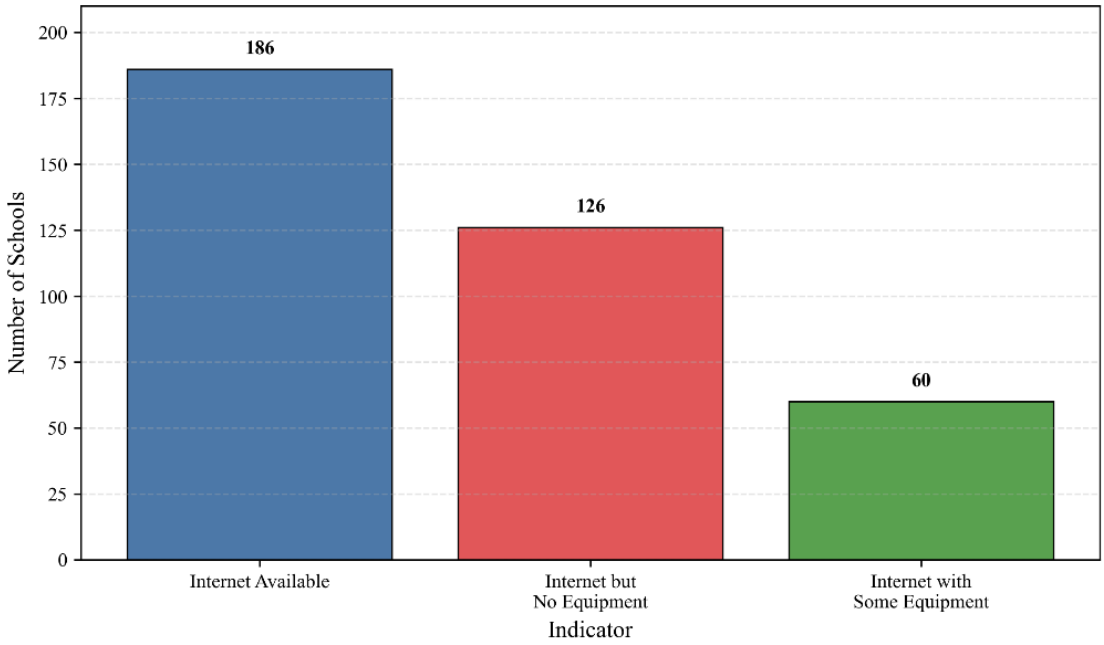
The table shows that 186 schools have internet facility. However, among these schools, 126 schools have internet but do not have major digital equipment such as laptops, desktops, tablets, digital boards, projectors, or printers.

This shows that internet availability alone does not mean digital readiness. A school may have internet access, but without proper devices and teaching equipment, it may not be able to use digital learning effectively.

Therefore, digital readiness should be understood as a combination of both connectivity and equipment. Schools need internet as well as suitable digital tools to support technology-based teaching, learning, and administration.

FIGURE 4.27: INTERNET AVAILABILITY VS DIGITAL EQUIPMENT

FIGURE 4.27: INTERNET AVAILABILITY VS DIGITAL EQUIPMENT



MAJORITY:

Most internet-enabled schools do not have supporting digital equipment.

4.11.3 DIGITAL READINESS SCORE

A digital readiness score was prepared using eight facilities: internet, ICT lab, laptop, tablet, functional desktop, digital board, projector, and printer. Each available facility was given one point. Therefore, the maximum possible score is 8.

TABLE 4.28: DIGITAL READINESS SCORE DISTRIBUTION

Digital Readiness Score	Number of Schools
0	127
1	156
2	42
3	15
4	10

5	1
6	1

Source: Secondary Data

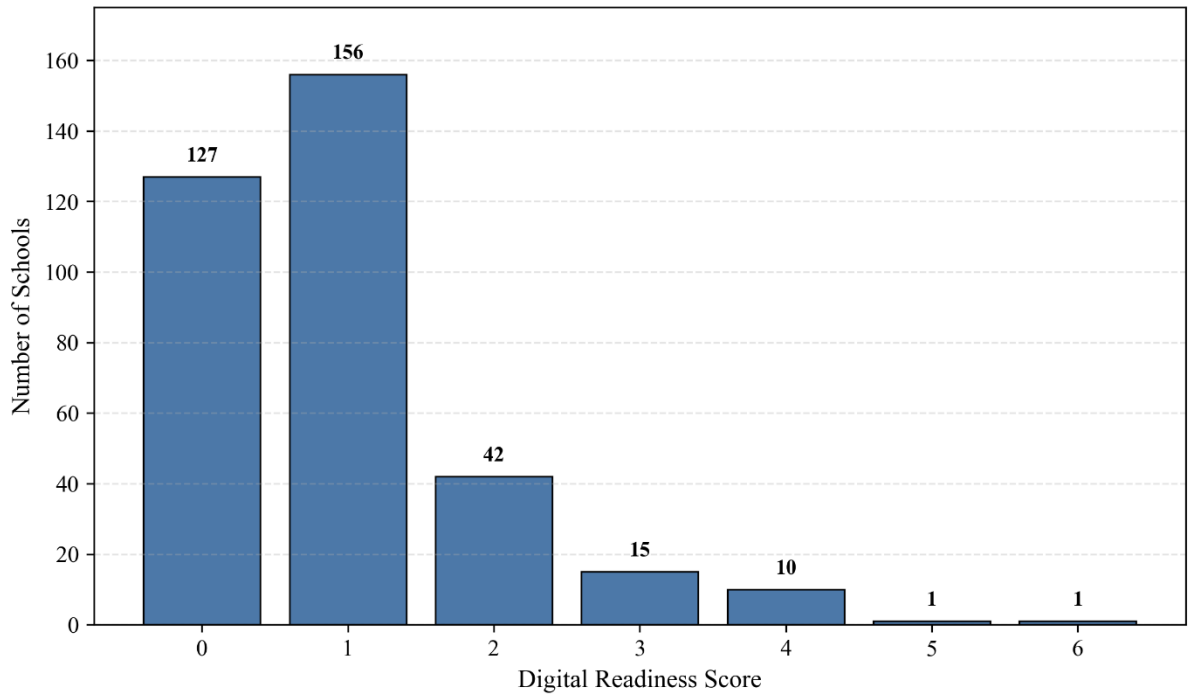
INTERPRETATION:

The table shows that 127 schools have a digital readiness score of 0. This means they do not have any of the selected digital facilities. Another 156 schools have a score of only 1.

Only 2 schools have a score of 5 or above. This shows that strong digital readiness is present only in a very small number of schools.

FIGURE 4.28: DIGITAL READINESS SCORE DISTRIBUTION

FIGURE 4.28: DIGITAL READINESS SCORE DISTRIBUTION



MAJORITY:

Most schools have very low digital readiness, with 156 schools scoring only 1 and 127 schools scoring 0.

4.11.4 DISTRICT-WISE DIGITAL READINESS

TABLE 4.29: DISTRICT-WISE DIGITAL READINESS

District	Number of Schools	Average Digital Readiness Score
Tenkasi	110	0.85
Tirunelveli	217	0.92
Thoothukudi	25	1.72

Source: Secondary Data

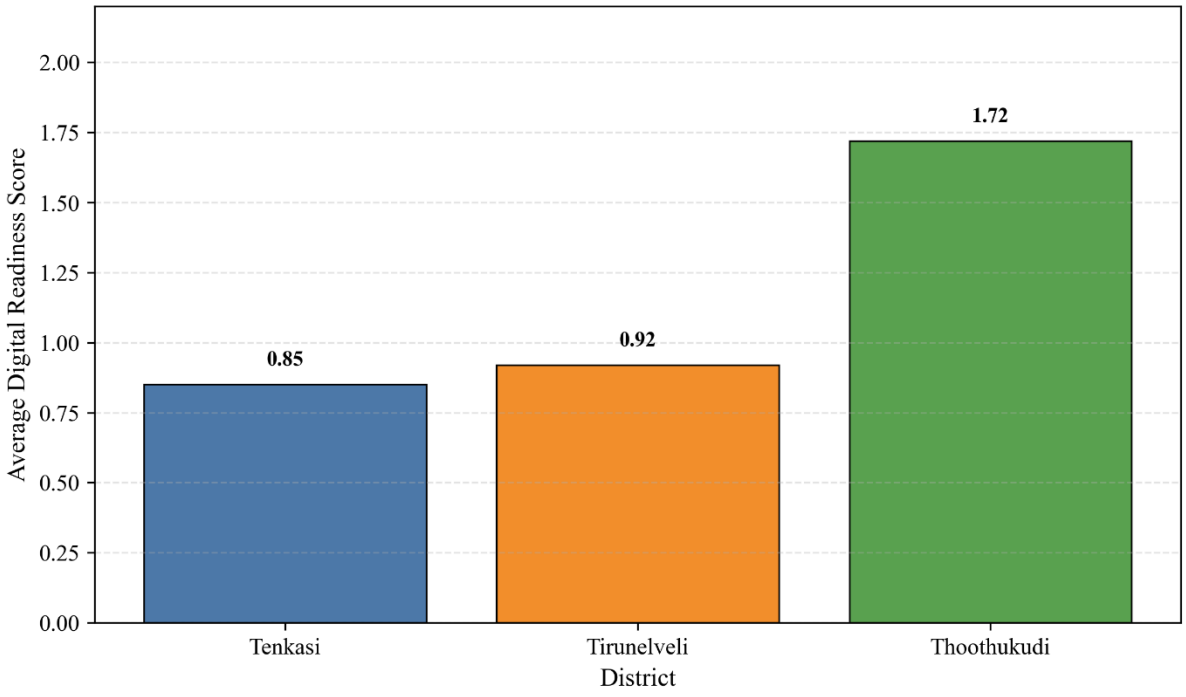
INTERPRETATION:

The table shows that Thoothukudi has the highest average digital readiness score with 1.72. Tirunelveli has 0.92, and Tenkasi has 0.85.

Even though Thoothukudi has a better score, the overall digital readiness is still low in all three districts. This shows that digital improvement is needed across the study area.

FIGURE 4.29: DISTRICT-WISE DIGITAL READINESS

FIGURE 4.29: DISTRICT-WISE DIGITAL READINESS



MAJORITY:

Thoothukudi District has the highest average digital readiness score, but all districts show low digital readiness.

4.11.5 SCHOOLS WITH STRONG DIGITAL FACILITIES

TABLE 4.30: TOP 10 SCHOOLS WITH STRONG DIGITAL FACILITIES

S.No.	School Name	District	Block	Students	Score
1	CMS MANAKAVALAM HOSPITAL ST	Tirunelveli	Palay-Urban	103	6
2	TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM	Tirunelveli	Palay-Rural	583	5
3	TDTA PSP HSS PUTHUKOTTAI	Thoothukudi	Thoothukudi Rural	1,564	4
4	CMS MACWHIRTER MIDDLE SCHOOL TENKASI	Tenkasi	Tenkasi	299	4
5	TDTA MS, NORTH VAGAIKULAM	Tirunelveli	Manur	237	4
6	TDTA MS ARUNACHALAPURAM	Tenkasi	Sankarankovil	231	4
7	TDTA KURUKALPERI HSS ASIRVATHAPURAM	Thoothukudi	Alwarthirunagar	204	4
8	TDTA MS MELAILANDAIKUALM	Tirunelveli	Manur	177	4
9	TDTA MS, SUBBULAPURAM	Tenkasi	Sankarankovil	166	4
10	KKR TDTA HIGH SCHOOL, PARAMANKURICHI	Thoothukudi	Udangudi	92	4

Source: Secondary Data

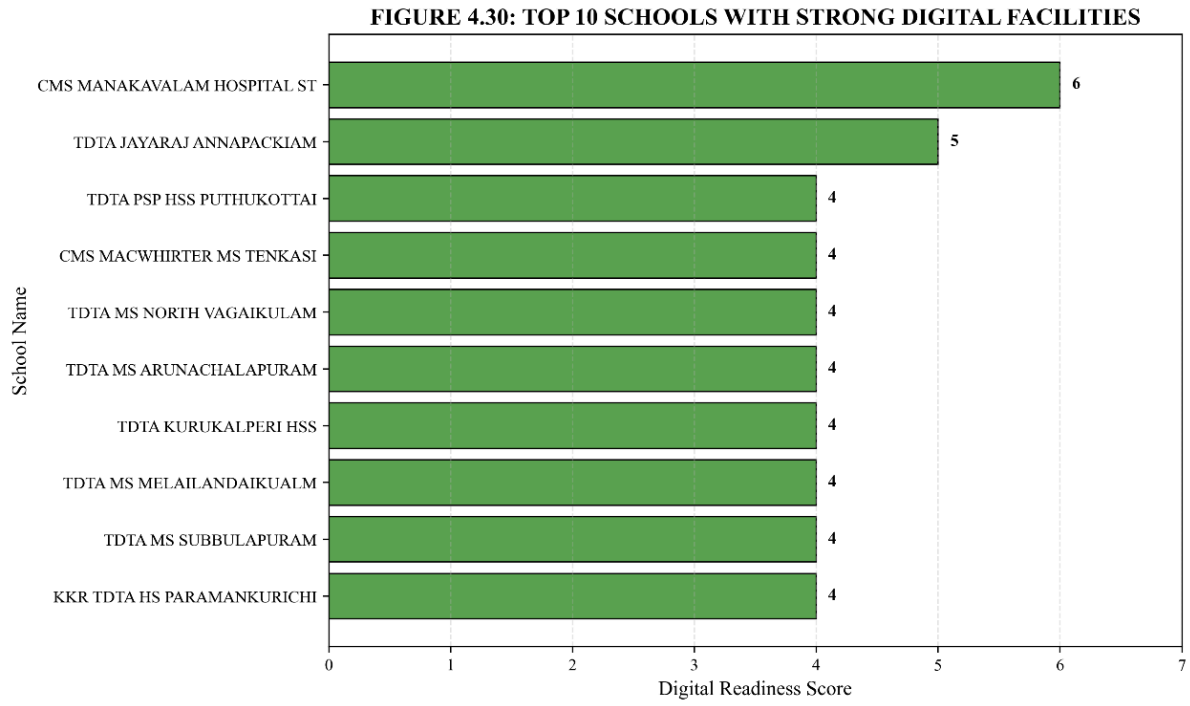
INTERPRETATION:

The table shows that CMS Manakavalam Hospital Street School has the highest digital readiness score of 6. TDTA Jayaraj Annapackiam Matric Hr. Sec. School has the next highest score of 5.

Only a few schools have stronger digital facilities. Most schools have low digital readiness scores, while only selected schools have multiple digital facilities such as internet, computers, printers, projectors, or other digital equipment.

This shows that digital facilities are not equally distributed among the selected CMS and TDTA schools. Digital resources are concentrated in a small number of schools. Therefore, schools with low digital readiness should be given attention in future digital development planning.

FIGURE 4.30: TOP 10 SCHOOLS WITH STRONG DIGITAL FACILITIES



MAJORITY:

Most of the top digital readiness schools belong to TDTA, but the highest score is found in a CMS school.

4.11.6 SCHOOLS WITH WEAK DIGITAL FACILITIES

TABLE 4.31: TOP 10 HIGH-ENROLMENT SCHOOLS WITH ZERO DIGITAL READINESS SCORE

S.No	School Name	District	Block	Students	Score
1	TDTA MS INTHANKATTALAI	Tenkasi	Kadayam	194	0
2	TDTA MS MELAPATTAMUDAIARPURAM	Tenkasi	Keelapavoor	173	0
3	TDTA PS, BURKITMANAGAR	Tirunelveli	Palay-Rural	157	0
4	TDTAMS, PARVATHIAPURAM	Tirunelveli	Manur	154	0
5	TDTA PS, DEVIPATTINAM	Tenkasi	Vasudevanallur	144	0
6	TDTA MS PUTHUSURANDAI	Tenkasi	Keelapavoor	123	0
7	TDTA PRIMARY SCHOOL SUNDARAPANDIYAPURAM	Tenkasi	Tenkasi	122	0
8	TDTA PS, PILLAIKULAM	Tirunelveli	Cheranmahadevi	116	0
9	TDTA PS-KARUMBANOOR	Tenkasi	Keelapavoor	108	0
10	TDTAPS SOUTH KATTARANKULAM	Tirunelveli	Manur	107	0

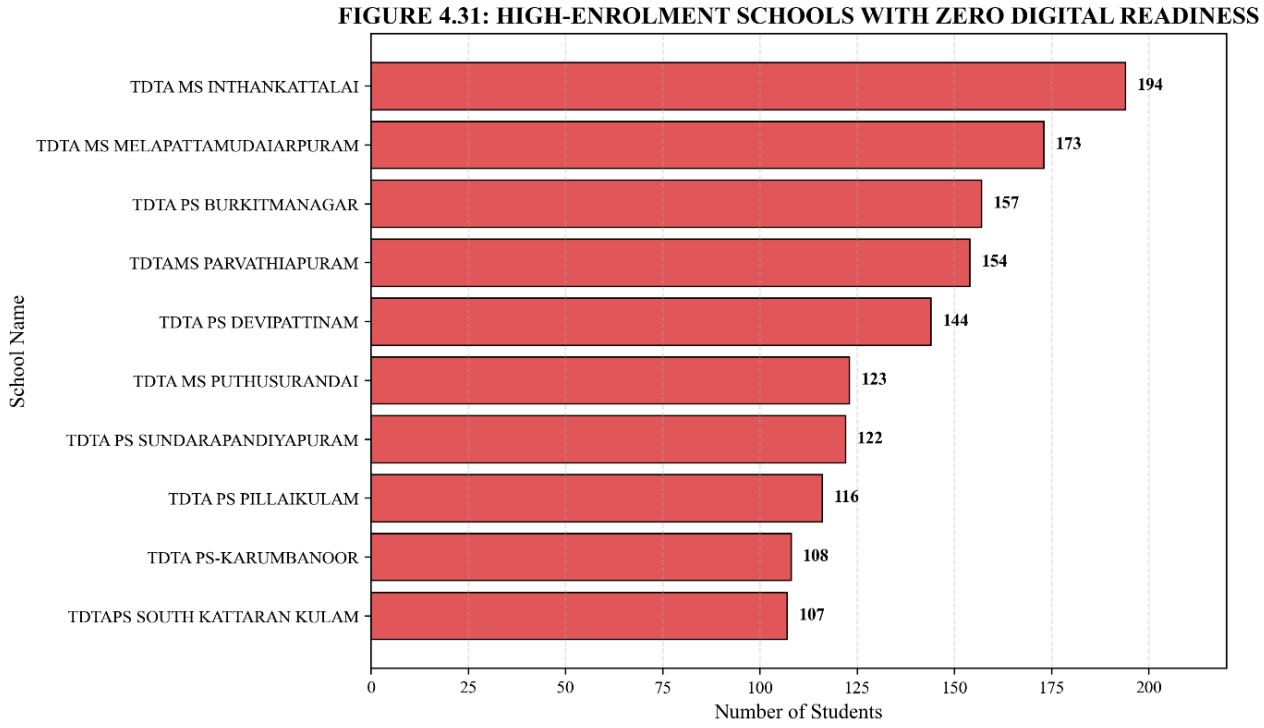
Source: Secondary Data

INTERPRETATION:

The table lists high-enrolment schools with zero digital readiness score. These schools have students, but none of the selected digital facilities are recorded.

There are 127 schools with zero digital readiness score. This is a major digital gap and needs attention.

FIGURE 4.31: TOP 10 HIGH-ENROLMENT SCHOOLS WITH ZERO DIGITAL READINESS SCORE



MAJORITY:

All top 10 high-enrolment schools with zero digital readiness score belong to TDTA.

4.12 SOCIAL CATEGORY-WISE ANALYSIS

Social category-wise analysis helps to understand the social inclusion pattern of the selected schools. Chapter 3 presented the overall social category profile. In this chapter, the analysis focuses on district-wise pattern, school group-wise pattern, and schools with high concentration of SC and OBC students.

4.12.1 DISTRICT-WISE SOCIAL INCLUSION PATTERN

This section compares the social category pattern among Tenkasi, Tirunelveli, and Thoothukudi districts.

TABLE 4.32: DISTRICT-WISE SOCIAL INCLUSION PATTERN

District	General	SC	ST	OBC	Total	SC (%)	OBC (%)	ST (%)
Tenkasi	60	1,772	47	5,888	7,767	22.81	75.81	0.61
Tirunelveli	375	2,544	209	7,817	10,945	23.24	71.42	1.91
Thoothukudi	32	1,199	46	2,585	3,862	31.05	66.93	1.19

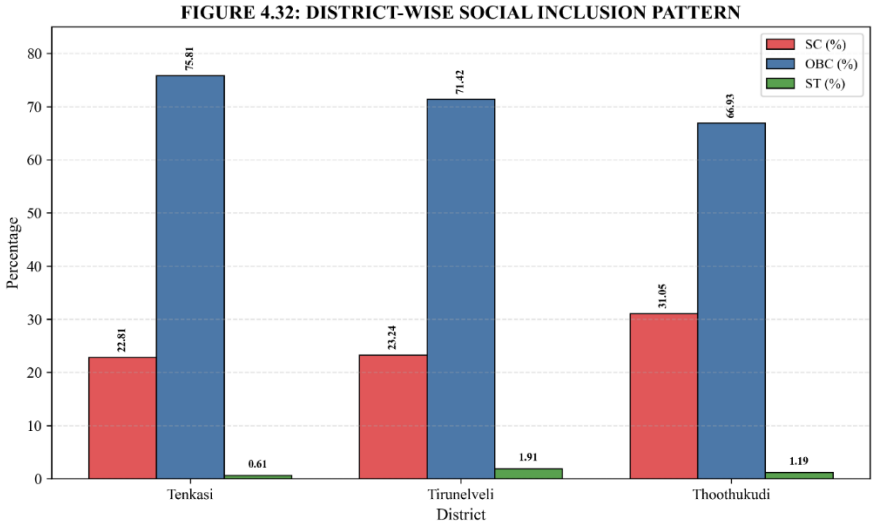
Source: Secondary Data

INTERPRETATION:

The table shows that OBC students form the largest share in all three districts. Tenkasi has the highest OBC share with 75.81 percent. Thoothukudi has the highest SC share with 31.05 percent. Tirunelveli has the highest ST share with 1.91 percent.

This shows that the selected schools serve a large number of socially backward communities, especially OBC and SC students.

FIGURE 4.32: DISTRICT-WISE SOCIAL INCLUSION PATTERN



MAJORITY:

OBC students form the majority in all three districts.

4.12.2 CMS VS TDTA SOCIAL INCLUSION PATTERN

This section compares the social category pattern between CMS and TDTA schools.

TABLE 4.33: CMS VS TDTA SOCIAL INCLUSION PATTERN

School Group	General	SC	ST	OBC	Total	SC (%)	OBC (%)	ST (%)
CMS	45	376	70	1,139	1,630	23.07	69.88	4.29
TDTA	422	5,139	232	15,151	20,944	24.54	72.34	1.11

Source: Secondary Data

INTERPRETATION:

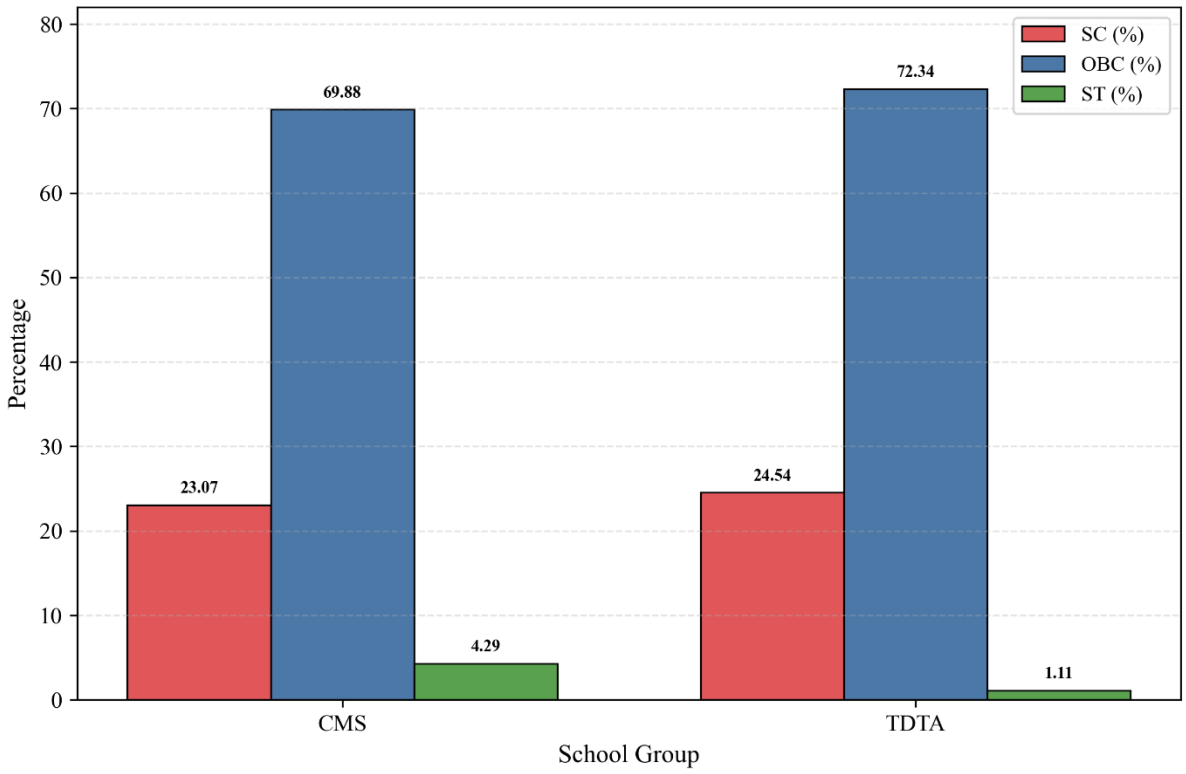
The table shows that OBC students are the largest group in both CMS and TDTA schools. TDTA has a higher OBC share with 72.34 percent, while CMS has 69.88 percent. This indicates that both school groups serve a large number of OBC students.

CMS has a higher ST share with 4.29 percent compared to TDTA with 1.11 percent. On the other hand, TDTA has a slightly higher SC share with 24.54 percent compared to CMS with 23.07 percent.

This shows that both CMS and TDTA schools play an important role in providing education to socially backward communities. While TDTA has a slightly higher share of SC and OBC students, CMS has a comparatively higher share of ST students. This pattern highlights the social inclusion role of both school groups.

FIGURE 4.33: CMS VS TDTA SOCIAL INCLUSION PATTERN

FIGURE 4.33: CMS VS TDTA SOCIAL INCLUSION PATTERN



MAJORITY:

OBC students form the majority in both CMS and TDTA schools.

4.12.3 SCHOOLS WITH HIGH SC STUDENT CONCENTRATION

This section identifies schools where SC students form a high share of total social category enrolment. Schools with at least 50 students were considered to avoid very small-school distortion.

TABLE 4.34: TOP 10 SCHOOLS WITH HIGH SC STUDENT CONCENTRATION

S.No.	School Name	District	Block	SC Students	Total Students	SC (%)
1	TDTA PS, PANDAVARMANGALAM	Thoothukudi	Kovilpatti	59	62	95.16
2	TDTA PRIMARY SCHOOL SUNDARAPANDIYAPURAM	Tenkasi	Tenkasi	110	122	90.16
3	TDTA PRIMARY SCHOOL. WEST PUDUR	Tirunelveli	Valliyoor	53	62	85.48
4	TDTA PS, DEVIPATTINAM	Tenkasi	Vasudevanallur	123	144	85.42
5	TDTA MS DEVARKULAM	Tirunelveli	Manur	85	108	78.70
6	TDTA PS, NAGARAM	Tenkasi	Vasudevanallur	51	66	77.27
7	TDTA PS KURUVIKULAM	Tenkasi	Kuruvikulam	57	76	75.00
8	TDTAMS, NANCHANKULAM	Tirunelveli	Manur	120	166	72.29
9	TDTAPS, VENKALAPOTTAL	Tirunelveli	Manur	56	78	71.79
10	TDTA PS, KOVILPATTI	Thoothukudi	Kovilpatti	50	71	70.42

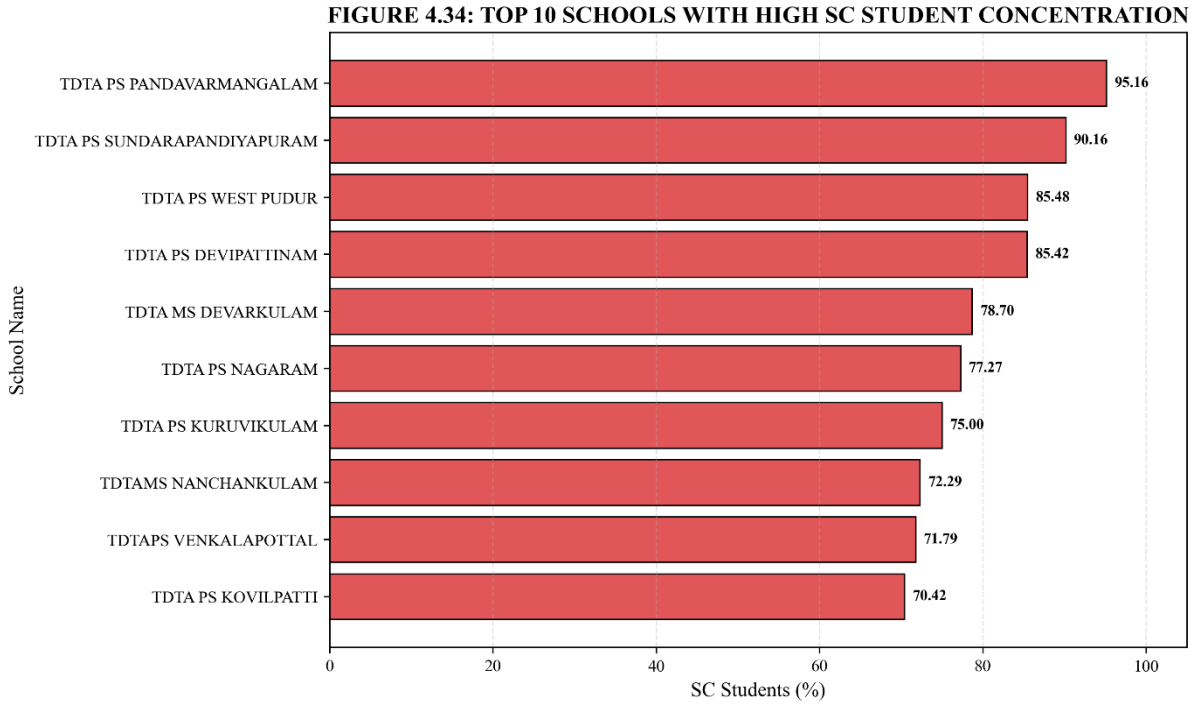
Source: Secondary Data

INTERPRETATION:

The table shows that some schools have a very high concentration of SC students. TDTA PS, Pandavarmangalam has the highest SC share with 95.16 percent. TDTA Primary School Sundarapandiyapuram has 90.16 percent SC students.

This shows that some schools are serving areas with a very high SC student population. These schools are important for social inclusion and community development.

FIGURE 4.34: TOP 10 SCHOOLS WITH HIGH SC STUDENT CONCENTRATION



MAJORITY:

All top 10 high SC concentration schools belong to TDTA.

4.12.4 SCHOOLS WITH HIGH OBC STUDENT CONCENTRATION

This section identifies schools where OBC students form a high share of total social category enrolment. Schools with at least 50 students were considered.

TABLE 4.35: TOP 10 SCHOOLS WITH HIGH OBC STUDENT CONCENTRATION

S.No.	School Name	District	Block	OBC Students	Total Students	OBC (%)
1	TDTA MS MANJUVILAI	Tirunelveli	Kalakad	96	96	100.00

2	TDTA PS, SERVAIKKARANPATTY	Tenkasi	Kadayam	72	72	100.00
3	TDTA PS ASIRVATHAPURAM	Tenkasi	Kadayam	58	58	100.00
4	TDTAPS KATTALAI	Tirunelveli	Manur	57	57	100.00
5	TDTA PS THUVARAIKULAM	Tirunelveli	Kalakad	52	52	100.00
6	TDTA PS-KARUMBANOOR	Tenkasi	Keelapavoor	107	108	99.07
7	CMS. EVA. PS PULAVANKUDIYIRUPPU	Tirunelveli	Cheranmahadevi	65	66	98.48
8	TDTA PRIMARY SCHOOL IDAIYANKUDI	Tirunelveli	Radhapuram	63	64	98.44
9	TDTA MS SAHAYAPURAM	Tirunelveli	Valliyoor	61	62	98.39
10	TDTA MS ALWANTHULUKKAPATTI	Tenkasi	Alangulam	53	54	98.15

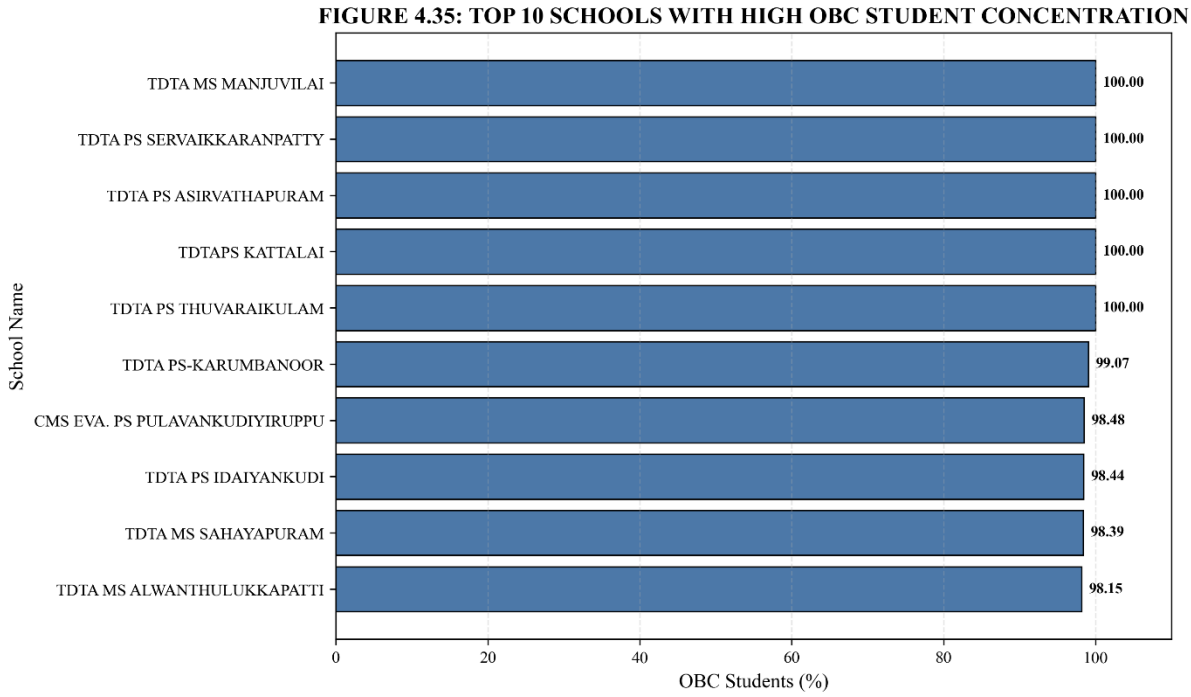
Source: Secondary Data

INTERPRETATION:

The table shows that some schools have almost entirely OBC student enrolment. Five schools have 100 percent OBC students among the social category records.

This shows that many selected schools are strongly serving OBC communities. These schools are important from the point of view of educational access and social development.

FIGURE 4.35: TOP 10 SCHOOLS WITH HIGH OBC STUDENT CONCENTRATION



MAJORITY:

TDTA schools form the majority among the top 10 high OBC concentration schools.

4.12.5 SOCIAL CATEGORY DATA CONSISTENCY CHECK

While analysing social category data, one mismatch was found between total enrolment and social category total.

TABLE 4.36: SOCIAL CATEGORY DATA MISMATCH

School Name	Enrolment Total	Social Category Total	Difference
TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM	583	707	124

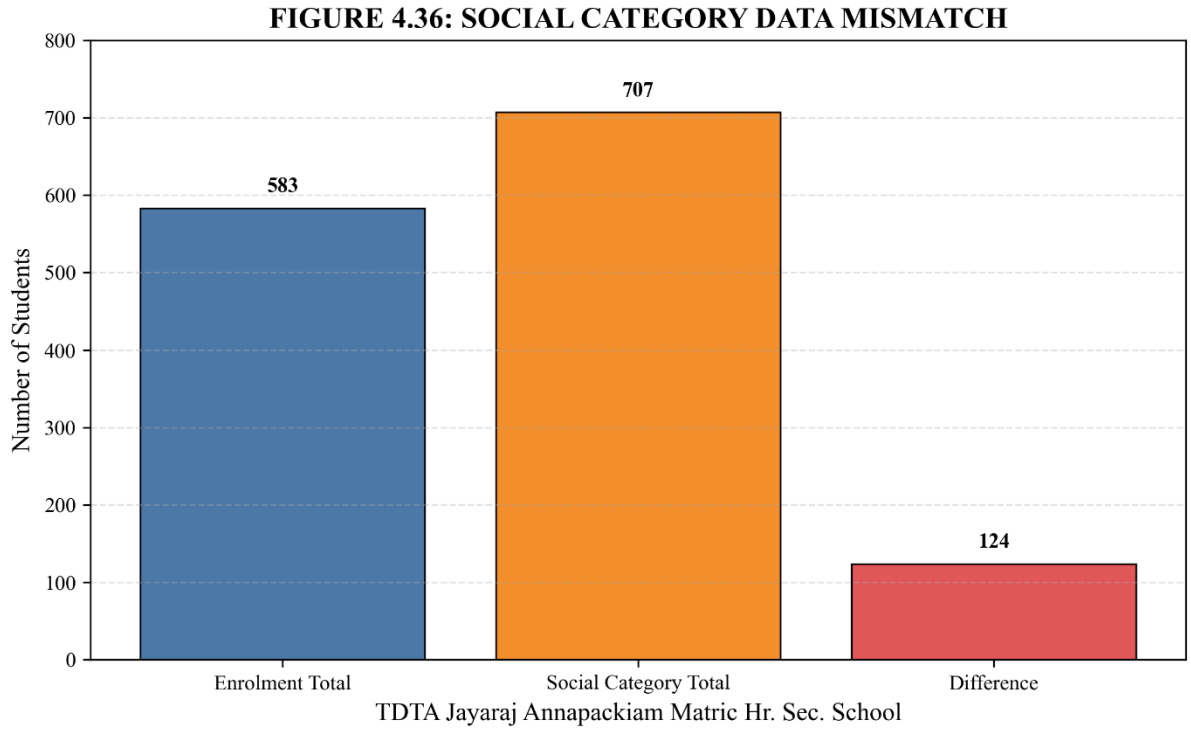
Source: Secondary Data

INTERPRETATION:

The table shows that one school has a mismatch between the enrolment total and the social category total. The enrolment total is 583, but the social category total is 707. The difference is 124 students.

Therefore, social category data is interpreted separately from the overall enrolment data. This note is important for maintaining accuracy and transparency in the study.

FIGURE 4.36: SOCIAL CATEGORY DATA MISMATCH



MAJORITY:

Only one school shows a data mismatch, but the difference affects the total social category count.

4.12.6 SC CONCENTRATION AND SCHOOL FACILITY COMPARISON

This section compares high SC concentration schools with other schools. A school is treated as a high SC concentration school when SC students form 50 percent or more of the social category-wise enrolment and the school has at least 50 students in social category records.

This analysis helps to understand whether schools serving more SC students have any difference in enrolment, teacher availability, classroom pressure, toilet pressure, and facilities.

TABLE 4.37: SC CONCENTRATION AND SCHOOL FACILITY COMPARISON

Indicator	High SC Schools	Other Schools
Number of Schools	20	332
Average Enrolment	90.90	62.14
Average Teachers	3.85	3.11
Student-Teacher Ratio	27.36	17.87
Digital Readiness Score	1.30	0.93
Students Per Classroom	15.35	11.01
Students Per Functional Toilet	23.89	17.18
Internet Availability (%)	50.00	53.00
Library Availability (%)	95.00	94.00
Playground Availability (%)	85.00	94.00
Ramps Availability (%)	95.00	92.00
Handrails Availability (%)	90.00	82.00

Source: Secondary Data

INTERPRETATION:

The table shows that high SC concentration schools have higher average enrolment than other schools. The average enrolment in high SC schools is 90.90, while it is 62.14 in other schools.

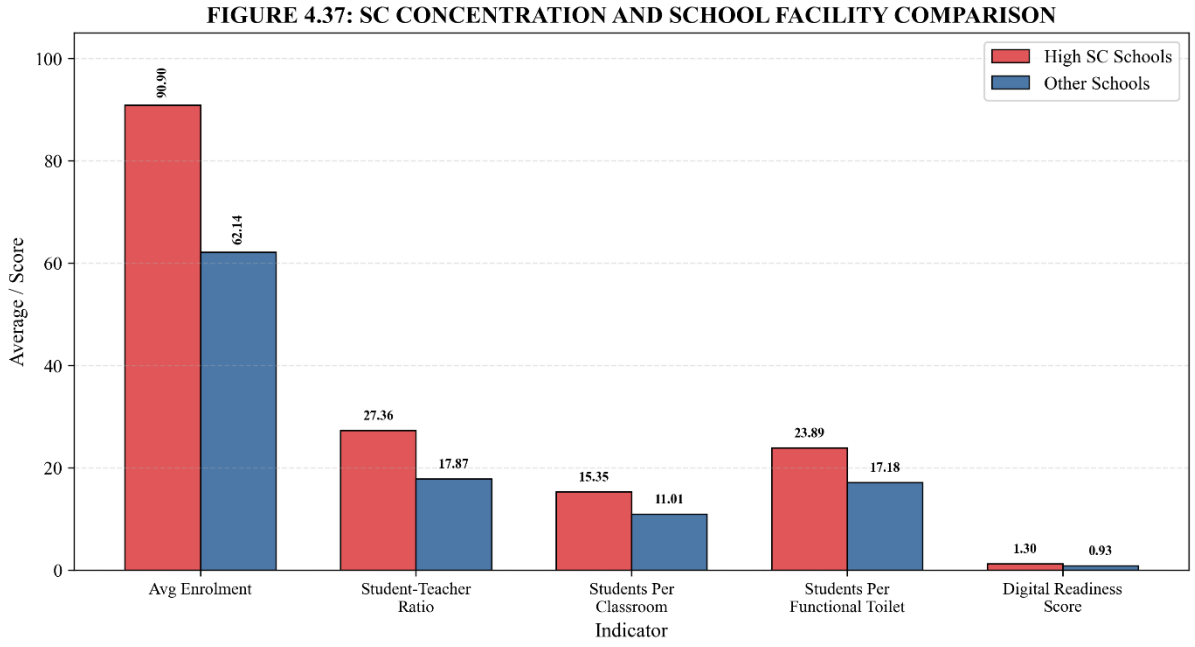
High SC schools also have slightly more teachers on average. However, the student-teacher ratio is higher in high SC schools, with 27.36 students per teacher compared to 17.87 in other schools. This shows that high SC schools have more teacher pressure.

Classroom pressure and toilet pressure are also higher in high SC schools. Students per classroom is 15.35 in high SC schools, compared to 11.01 in other schools. Students per functional toilet is 23.89 in high SC schools, compared to 17.18 in other schools.

In terms of facilities, high SC schools are not weaker in all areas. Library, ramps, and handrails availability are slightly better in high SC schools. However, playground availability is lower in high SC schools.

This shows that high SC concentration schools should not be viewed only through facility availability. Their main issue is higher student load, especially in teacher availability, classroom use, and toilet use.

FIGURE 4.37: SC CONCENTRATION AND SCHOOL FACILITY COMPARISON



MAJORITY:

High SC concentration schools show higher student-teacher ratio, higher classroom pressure, and higher toilet pressure than other schools. This means they need special attention as high-load schools.

CRITICAL SENTENCE:

The analysis shows that high SC concentration schools require attention not only as socially inclusive schools, but also as high-load schools. Support should focus on teacher availability, classroom adequacy, and toilet adequacy rather than only general facility availability.

4.13 AGE-WISE ANALYSIS

Age-wise analysis helps to understand the age structure of students in the selected schools. Chapter 3 presented the detailed age-wise profile. In this chapter, age data is grouped and analysed to understand broader patterns.

4.13.1 AGE GROUP CLASSIFICATION

For better analysis, students are grouped into five age groups: below 6 years, 6-10 years, 11-13 years, 14-16 years, and 17 years and above.

TABLE 4.38: AGE GROUP CLASSIFICATION OF STUDENTS

Age Group	Number of Students	Percentage (%)
Below 6 Years	2,959	13.11
6-10 Years	13,091	57.99
11-13 Years	4,865	21.55
14-16 Years	1,600	7.09
17 Years and Above	59	0.26
Total	**22,574**	**100.00**

Source: Secondary Data

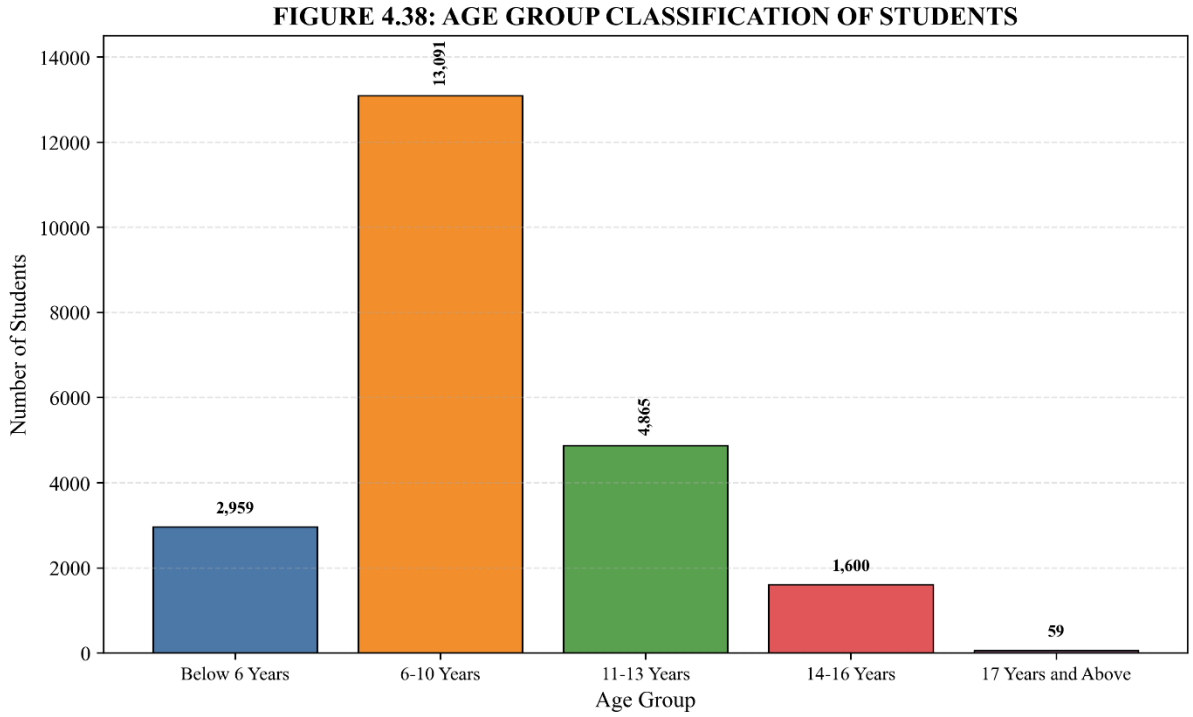
INTERPRETATION:

The table shows that most students are in the 6-10 years age group. This group has 13,091 students, forming 57.99 percent of the total age-wise enrolment. The next major group is 11-13 years, with 4,865 students, forming 21.55 percent.

This confirms that the selected CMS and TDTA schools mainly serve primary and upper primary age children. The lower share of students in the 14-16 years and 17 years and above age groups shows that fewer schools in the dataset are serving secondary and higher secondary age students.

The age-wise pattern is useful for educational planning because primary and upper primary age groups require strong foundational learning support, classroom care, and basic school facilities.

FIGURE 4.38: AGE GROUP CLASSIFICATION OF STUDENTS



MAJORITY:

Students aged 6-10 years form the majority, representing 57.99 percent.

4.13.2 DISTRICT-WISE AGE PATTERN

TABLE 4.39: DISTRICT-WISE AGE PATTERN

District	Below 6 Years (%)	6-10 Years (%)	11-13 Years (%)	14-16 Years (%)	17 Years and Above (%)
Tenkasi	15.57	67.90	16.36	0.14	0.03
Tirunelveli	14.99	64.71	18.15	2.01	0.14
Thoothukudi	2.82	19.03	41.61	35.45	1.09

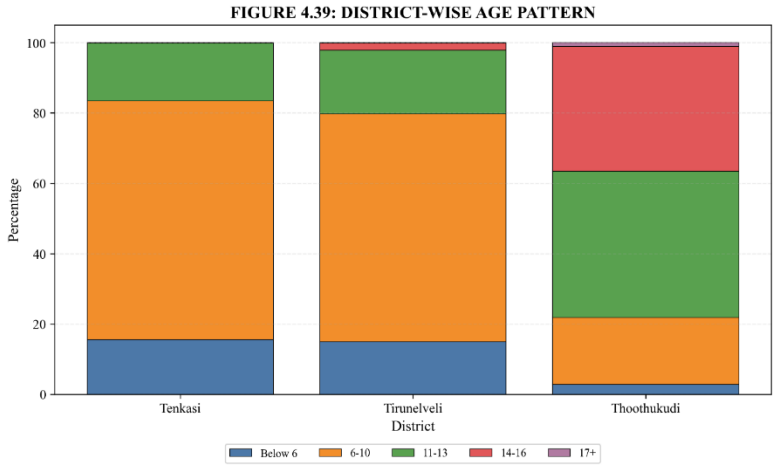
Source: Secondary Data

INTERPRETATION:

The table shows a clear district-wise difference. Tenkasi and Tirunelveli have a high share of students in the 6-10 years age group. This shows a strong primary-level concentration.

Thoothukudi is different. It has a higher share of 11-13 years and 14-16 years students. This may be because the selected Thoothukudi schools include larger upper primary, secondary, and higher secondary schools.

FIGURE 4.39: DISTRICT-WISE AGE PATTERN



MAJORITY:

Tenkasi and Tirunelveli are dominated by 6-10 years age group, while Thoothukudi has a stronger 11-16 years age profile.

4.13.3 SCHOOL GROUP-WISE AGE PATTERN

TABLE 4.40: SCHOOL GROUP-WISE AGE PATTERN

School Group	Below 6 Years (%)	6-10 Years (%)	11-13 Years (%)	14-16 Years (%)	17 Years and Above (%)
CMS	12.33	62.27	23.50	1.72	0.18
TDTA	13.17	57.66	21.40	7.51	0.27

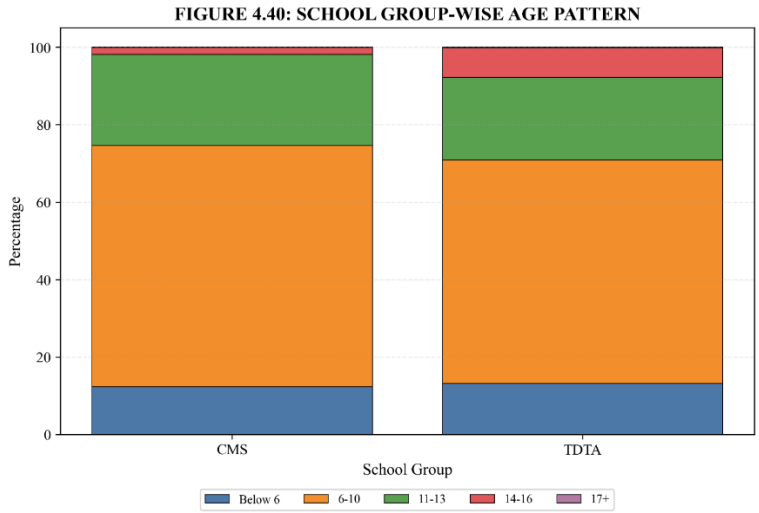
Source: Secondary Data

INTERPRETATION:

The table shows that both CMS and TDTA schools are mainly concentrated in the 6-10 years age group. CMS has 62.27 percent in this age group, while TDTA has 57.66 percent.

TDTA has a higher share of students in the 14-16 years age group compared to CMS. This may be due to more TDTA schools offering higher classes.

FIGURE 4.40: SCHOOL GROUP-WISE AGE PATTERN



MAJORITY:

Both CMS and TDTA schools have the majority of students in the 6-10 years age group.

4.13.4 OLDER AGE GROUP CONCENTRATION SCHOOLS

This section identifies schools where students aged 14 years and above form a higher share of enrolment.

TABLE 4.41: TOP 10 SCHOOLS WITH HIGH OLDER AGE GROUP CONCENTRATION

S.No.	School Name	District	Block	Total Students	Students Aged 14+	Percentage (%)
1	TDTA KURUKALPERI HSS ASIRVATHAPURAM	Thoothukudi	Alwarthirunagar	204	108	52.94
2	TDTA HSS, CHRISTIANAGARAM	Thoothukudi	Udangudi	827	431	52.12
3	TDTA RANJI AARON MEMORIAL HIGHER SECONDARY SCHOOL, ANANDAPURAM	Thoothukudi	Sathankulam	165	78	47.27
4	TDTA PSP HSS PUTHUKOTTAI	Thoothukudi	Thoothukudi Rural	1,564	691	44.18
5	TDTA GOOD SHEPHERD HS IDAIYERKADU	Thoothukudi	Srivaikundam	143	29	20.28
6	TDTA MARY SOUNDARAPANDIAN HIGH SCHOOL, PITCHIVILAI	Thoothukudi	Thiruchenthur	67	13	19.40
7	TDTA JAYARAJ ANNAPACKIAM HIGH SCHOOL, NAGALAPURAM	Thoothukudi	Pudur	101	19	18.81

8	TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM	Tirunelveli	Palay-Rural	707	127	17.96
9	KKR TDTA HIGH SCHOOL, PARAMANKURICHI	Thoothukudi	Udangudi	92	16	17.39
10	TDTA ST ANDREW'S HIGH SCHOOL KOODANKULAM	Tirunelveli	Radhapuram	287	49	17.07

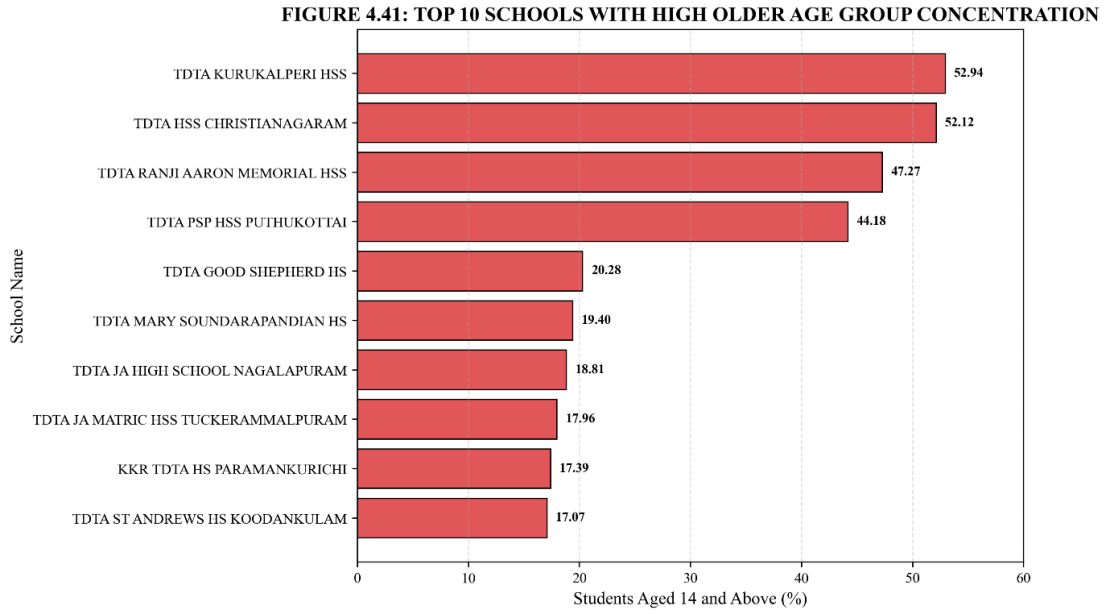
Source: Secondary Data

INTERPRETATION:

The table shows that schools with higher older-age concentration are mostly located in Thoothukudi District. These schools are mainly high schools or higher secondary schools.

This indicates that Thoothukudi has a stronger secondary and higher secondary age pattern compared to the other two districts.

FIGURE 4.41: TOP 10 SCHOOLS WITH HIGH OLDER AGE GROUP CONCENTRATION



MAJORITY:

Most schools with high older-age concentration are TDTA schools located in Thoothukudi District.

4.13.5 Critical Interpretation Of Age-wise Enrolment

The age-wise analysis shows that the selected CMS and TDTA schools mainly serve primary and upper primary age children. The 6-10 years age group forms the largest share of students.

However, Thoothukudi shows a different pattern, with a stronger concentration of students in the 11-16 years age group. This is mainly because some selected schools in Thoothukudi are secondary and higher secondary schools.

Therefore, age-wise planning should not be the same for all districts. Tenkasi and Tirunelveli need stronger focus on primary-level support, while Thoothukudi needs more attention to upper primary, secondary, and higher secondary needs.

4.14 PRIORITY NEEDS IDENTIFICATION

Priority needs identification helps to find schools that require special attention. In the earlier sections, teacher pressure, classroom pressure, toilet pressure, digital gaps, and low enrolment were analysed separately. In this section, these issues are combined into one priority score.

This helps to identify schools that have more than one problem at the same time. Such schools may need urgent planning and support from the diocese, school management, and community.

4.14.1 BASIS FOR PRIORITY SCORE

A priority score was prepared using selected indicators. Each issue was given one point. A school with more points has more priority needs.

TABLE 4.42: BASIS FOR PRIORITY SCORE

Priority Indicator	Condition	Score
Teacher Pressure	Student-teacher ratio above 40	1
Classroom Pressure	More than 30 students per classroom	1
Toilet Pressure	No functional toilet or more than 50 students per functional toilet	1
Digital Gap	100 or more students but digital readiness score is 0	1
Low Enrolment	Fewer than 10 students	1
Rented Building With Classroom Pressure	Rented building and more than 30 students per classroom	1

Source: Secondary Data

INTERPRETATION:

The table shows the indicators used for priority score. A school may receive a score from 0 to 6. A higher score means the school has more issues and needs closer attention.

This method helps to move from separate analysis to combined decision-making.

4.14.2 PRIORITY SCORE DISTRIBUTION

TABLE 4.43: PRIORITY SCORE DISTRIBUTION

Priority Score	Number of Schools
0	295
1	48
2	8
3	1

Total	**352**

Source: Secondary Data

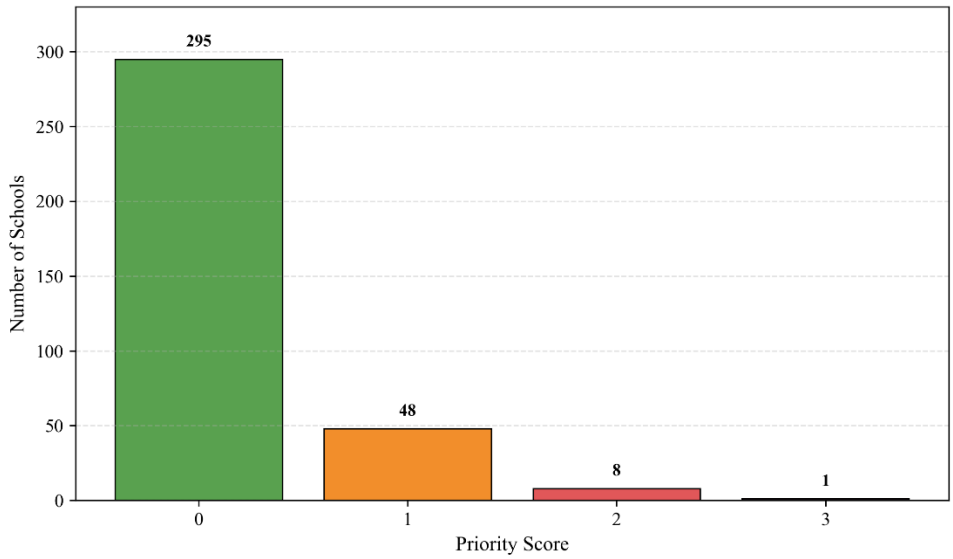
INTERPRETATION:

The table shows that 295 schools have no priority issue based on the selected indicators. Another 48 schools have one issue.

There are 8 schools with two priority issues and 1 school with three priority issues. These 9 schools need more attention because they have more than one problem.

FIGURE 4.42: PRIORITY SCORE DISTRIBUTION

FIGURE 4.42: PRIORITY SCORE DISTRIBUTION



MAJORITY:

Most schools have a priority score of 0. However, 9 schools have multiple priority issues and need closer attention.

4.14.3 SCHOOLS WITH MULTIPLE PRIORITY ISSUES

TABLE 4.44: SCHOOLS WITH MULTIPLE PRIORITY ISSUES

S. No.	School Name	District	Block	Students	Student-Teacher Ratio	Students Per Classroom	Students Per Toilet	Digital Score	Priority Score
1	TDTA PS SANKARAN KOVIL	Tenkasi	Sankarankovil	103	20.60	34.33	51.50	0	3
2	TDTA MS, Alangulam	Tenkasi	Alangulam	367	30.58	33.36	73.40	1	2
3	TDTA ST ANDREW'S HIGH SCHOOL KOODANKULAM	Tirunelveli	Radhapuram	287	41.00	31.89	23.92	2	2
4	TDTA PS, BURKITMA NAGAR	Tirunelveli	Palay-Rural	157	31.40	31.40	22.43	0	2
5	TDTAMS, PARVATHIAPURAM	Tirunelveli	Manur	154	22.00	22.00	77.00	0	2
6	TDTA MS PUTHUSURANDAI	Tenkasi	Keelapavoor	123	41.00	12.30	20.50	0	2
7	TDTA PS, PILLAIKULAM	Tirunelveli	Cheranmahadevi	116	29.00	23.20	58.00	0	2
8	TDTA PS-KARUMBANOOR	Tenkasi	Keelapavoor	108	36.00	108.00	21.60	0	2
9	TDTA PS PUDHUKURICHI	Tirunelveli	Nanguneri	37	18.50	37.00	18.50	0	2

Source: Secondary Data

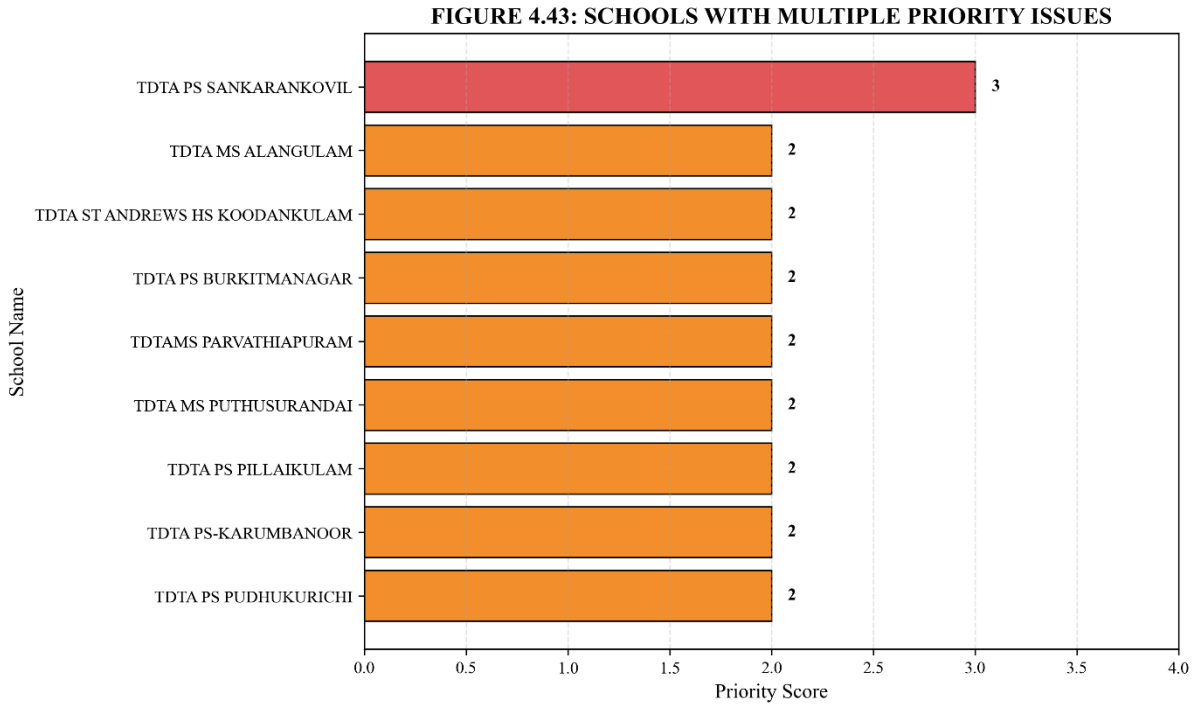
INTERPRETATION:

The table shows that 9 schools have multiple priority issues. TDTA PS Sankarankovil has the highest priority score of 3. This school has classroom pressure, toilet pressure, and digital gap.

Eight other schools have a priority score of 2. These schools have two combined issues such as teacher pressure, classroom pressure, toilet pressure, or digital gap.

All schools listed in this table belong to TDTA. This does not mean CMS has no needs, but among the selected priority indicators, TDTA schools appear more frequently because TDTA has a much larger number of schools.

FIGURE 4.43: SCHOOLS WITH MULTIPLE PRIORITY ISSUES



MAJORITY:

TDTA schools form the majority among schools with multiple priority issues.

4.14.4 HIGHEST PRIORITY SCHOOL CASE

TABLE 4.45: HIGHEST PRIORITY SCHOOL CASE

School Name	District	Block	Students	Issues Identified	Priority Score
TDTA PS SANKARANKOVIL	Tenkasi	Sankarankovil	103	Classroom pressure, toilet pressure, digital gap	3

Source: Secondary Data

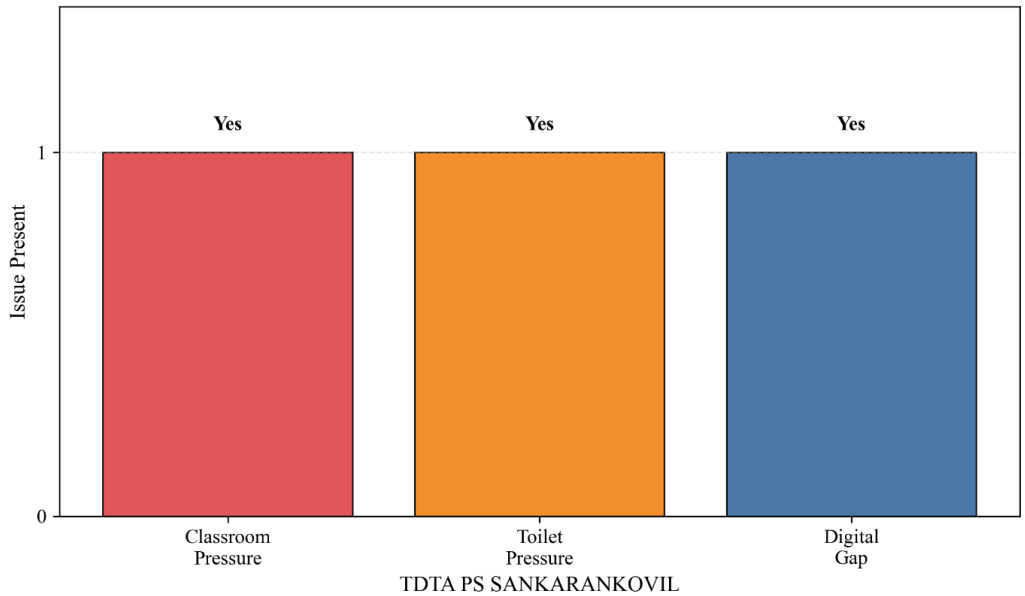
INTERPRETATION:

TDTA PS Sankarankovil is the highest priority school in this analysis. It has 103 students, but it shows classroom pressure, toilet pressure, and digital gap.

This school needs special attention because it has multiple issues at the same time. Improvement in classroom adequacy, toilet adequacy, and digital facilities may help strengthen the school environment.

FIGURE 4.44: HIGHEST PRIORITY SCHOOL CASE

FIGURE 4.44: HIGHEST PRIORITY SCHOOL CASE



MAJORITY:

TDTA PS Sankarankovil is the only school with a priority score of 3.

4.14.5 CRITICAL INTERPRETATION

The priority score analysis shows that most schools do not have multiple issues based on the selected indicators. However, 9 schools have two or more priority issues and should be reviewed carefully.

The purpose of this analysis is not to label schools negatively. Instead, it helps to identify schools where support can be planned more effectively. Schools with multiple issues may need combined support rather than single-area improvement.

The analysis shows that priority planning should focus on school-level needs. Teacher support, classroom improvement, toilet adequacy, and digital facilities should be planned based on actual school conditions. This will help the CSI Tirunelveli Diocese and school administrators to use resources more effectively.

4.15 HYPOTHESIS TESTING

Hypothesis testing is used to check whether the assumptions framed in the study are statistically supported by the data. In this study, five hypotheses were tested using suitable statistical tools. The level of significance is fixed at 5 percent.

If the p-value is less than 0.05, the null hypothesis is rejected. If the p-value is greater than 0.05, the null hypothesis is accepted.

TABLE 4.46: SUMMARY OF HYPOTHESIS TESTING

Hypothesis	Statistical Test	p-value	Result
H1	Independent Sample t-test	0.209	**Accepted**

H2	Independent Sample t-test	0.294	**Accepted**
H3	ANOVA / Chi-square Test	0.000 / 0.001	**Rejected**
H4	Pearson Correlation	0.000	**Rejected**
H5	Paired Sample t-test	0.335	**Accepted**

Source: Computed from Secondary Data

INTERPRETATION:

The table shows that H1, H2, and H5 are accepted because their p-values are greater than 0.05. H3 and H4 are rejected because their p-values are less than 0.05.

4.15.1 TESTING OF H1

H1: There is no significant difference between CMS and TDTA schools in student enrolment.

To test this hypothesis, independent sample t-test was used. This test is suitable because the study compares the mean student enrolment of two independent groups, CMS and TDTA.

Formula:

$$t = (\bar{X}1 - \bar{X}2) / \sqrt{[(s1^2 / n1) + (s2^2 / n2)]}$$

Where:

$\bar{X}1$ = Mean enrolment of CMS schools

$\bar{X}2$ = Mean enrolment of TDTA schools

$s1^2$ = Variance of CMS schools

$s2^2$ = Variance of TDTA schools

n1 = Number of CMS schools

n2 = Number of TDTA schools

TABLE 4.47: INDEPENDENT SAMPLE t-TEST FOR STUDENT ENROLMENT

School Group	Number of Schools	Mean Enrolment	p-value	Result
CMS	33	49.39	0.209	Accepted
TDTA	319	65.27		

Source: Computed from Secondary Data

INTERPRETATION:

The p-value is 0.209, which is greater than 0.05. Therefore, H1 is accepted. This means there is no statistically significant difference between CMS and TDTA schools in student enrolment.

4.15.2 TESTING OF H2

H2: There is no significant difference between CMS and TDTA schools in teacher availability.

To test this hypothesis, independent sample t-test was used. This test compares the mean teacher availability between CMS and TDTA schools.

Formula:

$$t = (\bar{X}1 - \bar{X}2) / \sqrt{[(s1^2 / n1) + (s2^2 / n2)]}$$

TABLE 4.48: INDEPENDENT SAMPLE t-TEST FOR TEACHER AVAILABILITY

School Group	Number of Schools	Mean Teachers	p-value	Result
CMS	33	2.73	0.294	Accepted
TDTA	319	3.19		

Source: Computed from Secondary Data

INTERPRETATION:

The p-value is 0.294, which is greater than 0.05. Therefore, H2 is accepted. This means there is no statistically significant difference between CMS and TDTA schools in teacher availability.

4.15.3 TESTING OF H3

H3: There is no significant difference among Tenkasi, Tirunelveli, and Thoothukudi districts in school infrastructure facilities.

To test this hypothesis, one-way ANOVA and chi-square test were used. ANOVA was used for numerical infrastructure indicators such as digital readiness score, classrooms, good classrooms, functional toilets, and students per classroom. Chi-square test was used for building status.

ANOVA Formula:

F = Variance between groups / Variance within groups

Where:

Variance between groups = Difference among district means

Variance within groups = Difference within each district

Chi-square Formula:

$$\chi^2 = \Sigma\,(O - E)^2 / E$$

Where:

O = Observed frequency

E = Expected frequency

TABLE 4.49: INFRASTRUCTURE TEST RESULTS BY DISTRICT

Infrastructure Indicator	Test Used	p-value	Result
Basic Facility Score	ANOVA	0.301	**Not Significant**
Digital Readiness Score	ANOVA	0.000	**Significant**
Number of Classrooms	ANOVA	0.000	**Significant**
Good Classrooms	ANOVA	0.000	**Significant**
Functional Toilets	ANOVA	0.000	**Significant**
Students Per Classroom	ANOVA	0.006	**Significant**
Building Status	Chi-square Test	0.001	**Significant**

Source: Computed from Secondary Data

INTERPRETATION:

The basic facility score is not significantly different among the districts. However, digital readiness score, classrooms, good classrooms, functional toilets, students per classroom, and building status show significant differences.

Since most infrastructure indicators show p-values less than 0.05, H3 is rejected. This means there is a significant difference among Tenkasi, Tirunelveli, and Thoothukudi districts in school infrastructure facilities.

4.15.4 TESTING OF H4

H4: There is no significant relationship between student enrolment and number of teachers in the selected schools.

To test this hypothesis, Pearson correlation was used. This test is suitable because it measures the relationship between two numerical variables: student enrolment and number of teachers.

Formula:

$$r = \Sigma[(X - \bar{X})(Y - \bar{Y})] / \sqrt{[\Sigma(X - \bar{X})^2 \Sigma(Y - \bar{Y})^2]}$$

Where:

r = Correlation coefficient

X = Student enrolment

Y = Number of teachers

$\bar{X}$ = Mean of student enrolment

$\bar{Y}$ = Mean of number of teachers

TABLE 4.50: PEARSON CORRELATION BETWEEN STUDENT ENROLMENT AND TEACHERS

Variables	Correlation Value	p-value	Result
Student Enrolment and Number of Teachers	0.933	0.000	Rejected

Source: Computed from Secondary Data

INTERPRETATION:

The correlation value is 0.933, which shows a strong positive relationship between student enrolment and number of teachers. The p-value is 0.000, which is less than 0.05.

Therefore, H4 is rejected. This means there is a significant relationship between student enrolment and number of teachers. As student enrolment increases, the number of teachers also tends to increase.

4.15.5 TESTING OF H5

H5: There is no significant difference between boys' enrolment and girls' enrolment in the selected schools.

To test this hypothesis, paired sample t-test was used. This test is suitable because boys' and girls' enrolment are paired values from the same schools.

Formula:

$$t = \bar{d} / (sd / \sqrt{n})$$

Where:

$\bar{d}$ = Mean difference between boys' and girls' enrolment

sd = Standard deviation of the differences

n = Number of paired observations

TABLE 4.51: PAIRED SAMPLE t-TEST FOR BOYS' AND GIRLS' ENROLMENT

Category	Mean Enrolment	p-value	Result
Boys	33.05	0.335	Accepted
Girls	30.73		

Source: Computed from Secondary Data

INTERPRETATION:

The p-value is 0.335, which is greater than 0.05. Therefore, H5 is accepted. This means there is no statistically significant difference between boys' enrolment and girls' enrolment in the selected schools.

4.15.6 OVERALL RESULT OF HYPOTHESIS TESTING

TABLE 4.52: OVERALL RESULT OF HYPOTHESIS TESTING

Hypothesis	Decision	Meaning
H1	Accepted	CMS and TDTA do not differ significantly in student enrolment.
H2	Accepted	CMS and TDTA do not differ significantly in teacher availability.

H3	Rejected	Districts differ significantly in infrastructure facilities.
H4	Rejected	Student enrolment and number of teachers are significantly related.
H5	Accepted	Boys' and girls' enrolment do not differ significantly.

Source: Computed from Secondary Data

INTERPRETATION:

The hypothesis testing shows that three hypotheses are accepted and two hypotheses are rejected. H1, H2, and H5 are accepted. H3 and H4 are rejected.

This shows that CMS and TDTA schools do not differ significantly in enrolment and teacher availability. Boys' and girls' enrolment also does not differ significantly. However, infrastructure facilities differ significantly among the three districts, and student enrolment has a strong relationship with number of teachers.

4.16 SUMMARY

This chapter analysed the selected CMS and TDTA schools under the CSI Tirunelveli Diocese using secondary data. The analysis focused on school comparison, district-wise pattern, enrolment, gender, teachers, student-teacher ratio, school category, infrastructure, basic facilities, digital facilities, social category, age-wise pattern, and priority needs.

The comparison between CMS and TDTA schools shows that TDTA has the majority of schools, students, and teachers. However, CMS has a slightly better student-teacher ratio. District-wise analysis shows that Tirunelveli has the highest number of schools, students, and teachers.

The enrolment analysis shows that boys' enrolment is slightly higher than girls' enrolment overall. However, girls' enrolment is slightly higher in Tenkasi and Tirunelveli

districts. Thoothukudi shows a larger difference, with boys' enrolment higher than girls' enrolment.

The student-teacher ratio analysis shows that the overall ratio is 20.24. Even though this looks good, school-level analysis shows hidden teacher pressure. Some schools have high student-teacher ratios, while many schools have very low student strength per teacher.

School category-wise analysis shows that primary schools form the majority. Primary schools also have the highest number of students and teachers. However, schools with higher classes show comparatively higher student-teacher ratio.

Infrastructure analysis shows that the overall classroom position is good, but some schools have classroom pressure. When only good condition classrooms are considered, the pressure becomes more visible. This shows the importance of checking both classroom availability and classroom condition.

Basic facilities analysis shows that drinking water and electricity are available in all schools. However, gaps are found in handrails, ramps, library, playground, and toilet functionality. Toilet pressure is visible in selected schools where functional toilets are not enough for student strength.

Digital facilities analysis shows a major gap. Many schools do not have ICT labs, digital boards, projectors, printers, tablets, or laptops. Internet is available in some schools, but many internet-enabled schools do not have enough digital equipment. Digital readiness is low in most schools.

Social category-wise analysis shows that OBC students form the majority in all districts and school groups. SC students also form a significant share. High SC concentration schools

show higher student load, teacher pressure, classroom pressure, and toilet pressure. This shows that socially inclusive schools may also need stronger resource support.

Age-wise analysis shows that most students are in the 6-10 years age group. Tenkasi and Tirunelveli are mainly concentrated in primary age groups, while Thoothukudi has a stronger presence of older students due to secondary and higher secondary schools.

Priority needs analysis identified schools with multiple issues. Most schools do not have multiple priority issues, but 9 schools have two or more issues. TDTA PS Sankarankovil has the highest priority score and needs special attention in classroom adequacy, toilet adequacy, and digital facilities.

Hypothesis testing shows that H1, H2, and H5 are accepted, while H3 and H4 are rejected. This means there is no significant difference between CMS and TDTA schools in enrolment and teacher availability. There is also no significant difference between boys' and girls' enrolment. However, there is a significant difference among the three districts in infrastructure facilities. Student enrolment and number of teachers also have a strong significant relationship.

Overall, the chapter shows that the selected schools are serving an important educational and social role. At the same time, the analysis reveals hidden gaps in teacher distribution, classroom adequacy, toilet pressure, digital readiness, and priority school needs. These findings can help the CSI Tirunelveli Diocese and school administrators plan future development activities more effectively.

CHAPTER 5: SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION

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CHAPTER 5: SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the summary, major findings, suggestions, and conclusion of the study. The study focused on CMS and TDTA schools under the CSI Tirunelveli Diocese in Tenkasi, Tirunelveli, and Thoothukudi districts.

The main aim of the study was to analyse the educational profile and development needs of the selected schools using secondary data for the academic year 2024-25. The study examined school distribution, enrolment, teachers, student-teacher ratio, infrastructure, basic facilities, digital facilities, social category-wise students, age-wise students, and priority needs.

The findings of this study are useful for understanding the present condition of the selected schools. They may also help the CSI Tirunelveli Diocese, school administrators, teachers, and community members to plan future development activities.

5.2 SUMMARY OF THE STUDY

The present study is a descriptive and analytical study based on secondary data. The final dataset contains 352 CMS and TDTA schools from Tenkasi, Tirunelveli, and Thoothukudi districts.

The study analysed 33 CMS schools and 319 TDTA schools. District-wise, Tirunelveli has 217 schools, Tenkasi has 110 schools, and Thoothukudi has 25 schools.

The total enrolment in the selected schools is 22,450 students. Among them, 11,633 are boys and 10,817 are girls. The selected schools have 1,109 teachers. The overall student-teacher ratio is 20.24.

The study also analysed infrastructure, basic facilities, digital facilities, social category-wise students, and age-wise enrolment. Priority needs were identified using selected indicators such as teacher pressure, classroom pressure, toilet pressure, digital gap, low enrolment, and rented building with classroom pressure.

5.3 MAJOR FINDINGS

5.3.1 FINDINGS RELATED TO SCHOOL PROFILE

- TDTA schools form the majority with 319 schools, while CMS has 33 schools.
- Tirunelveli District has the highest number of selected schools with 217 schools.
- Most of the selected schools are primary schools. Primary schools form 74.72 percent of the total schools.
- Most schools are government aided. Out of 352 schools, 349 schools are government aided.

5.3.2 FINDINGS RELATED TO ENROLMENT

- The total enrolment of the selected schools is 22,450.
- Boys' enrolment is 11,633, and girls' enrolment is 10,817.
- Boys form 51.82 percent, and girls form 48.18 percent of total enrolment.
- Girls' enrolment is slightly higher than boys' enrolment in Tenkasi and Tirunelveli districts.
- Thoothukudi shows a larger gender difference, with boys' enrolment higher than girls' enrolment.

5.3.3 FINDINGS RELATED TO TEACHERS

- The selected schools have 1,109 teachers.

- Female teachers are higher than male teachers. There are 897 female teachers and 212 male teachers.
- TDTA schools have 1,019 teachers, while CMS schools have 90 teachers.
- The overall student-teacher ratio is 20.24.
- School-level analysis shows that 42 schools have more than 30 students per teacher, and 14 schools have more than 40 students per teacher.

5.3.4 FINDINGS RELATED TO INFRASTRUCTURE

- Most schools function in private buildings.
- Twenty-four schools function in rented buildings, and three schools function in government buildings.
- The overall classroom position appears good, with 12.19 students per classroom.
- However, when only good condition classrooms are considered, 60 schools have more than 30 students per good classroom.
- TDTA PS-Karumbanoor has the highest classroom pressure, with 108 students and only one classroom.

5.3.5 FINDINGS RELATED TO BASIC FACILITIES

- Drinking water and electricity are available in all 352 schools.
- Handrails are missing in 62 schools.
- Ramps are missing in 26 schools.
- Library and playground facilities are missing in 22 schools each.
- Toilet availability is reported in all schools, but only 330 schools have both boys' and girls' functional toilets.
- Eleven schools have more than 50 students per functional toilet.
- Two schools have no functional toilet reported.

5.3.6 FINDINGS RELATED TO DIGITAL FACILITIES

- Digital facilities are weak in many schools.
- ICT labs and digital boards are missing in 349 schools each.
- Tablets are missing in 348 schools.
- Projectors are missing in 338 schools.
- Printers are missing in 335 schools.
- There are 127 schools with a digital readiness score of zero.
- Only two schools have a digital readiness score of five or above.
- This shows that digital improvement is an important need.

5.3.7 FINDINGS RELATED TO SOCIAL CATEGORY

- OBC students form the majority in all districts and school groups.
- SC students also form a significant share of enrolment.
- High SC concentration schools have higher student load, higher student-teacher ratio, and higher classroom and toilet pressure.
- One data mismatch was found in TDTA Jayaraj Annapackiam Matric Hr. Sec. School, Tuckerammalpuram. Its enrolment total is 583, but the social category total is 707.
- Therefore, social category data was interpreted separately.

5.3.8 FINDINGS RELATED TO AGE-WISE PATTERN

- Most students are in the 6-10 years age group.
- The 6-10 years age group forms 57.99 percent of the age-wise total.
- Tenkasi and Tirunelveli mainly show primary-age concentration.
- Thoothukudi has a stronger older-age pattern because some schools are secondary and higher secondary schools.

5.3.9 FINDINGS RELATED TO PRIORITY NEEDS

- A priority score was prepared using selected indicators.
- Most schools do not have multiple priority issues.
- However, nine schools have two or more priority issues.
- TDTA PS Sankarankovil has the highest priority score of 3.
- The major issues identified are classroom pressure, toilet pressure, and digital gap.

5.3.10 FINDINGS RELATED TO HYPOTHESIS TESTING

The hypothesis testing shows that H1, H2, and H5 are accepted. H3 and H4 are rejected. This means CMS and TDTA schools do not differ significantly in enrolment and teacher availability. Boys' and girls' enrolment also does not differ significantly. However, infrastructure facilities differ significantly among Tenkasi, Tirunelveli, and Thoothukudi districts. Student enrolment also has a strong significant relationship with number of teachers.

5.4 SUGGESTIONS

- The diocese may give special attention to schools with high student-teacher ratio.
- Schools with more than 40 students per teacher may be reviewed for teacher support.
- Schools with very low enrolment may be studied separately to understand local reasons.
- Digital facilities should be improved, especially ICT labs, desktops, projectors, printers, and digital boards.
- Schools with zero digital readiness score should be given priority in digital development.
- Toilet functionality should be checked regularly, not only toilet availability.
- Schools with high students per functional toilet should be given additional toilet facilities.

- Classroom pressure schools should be reviewed for classroom expansion or better space management.
- Rented building schools may be reviewed for long-term infrastructure stability.
- High SC and OBC concentration schools should receive special attention because many of them serve socially important communities.
- Data quality should be improved before future analysis, especially where enrolment totals and social category totals do not match.
- Since there is no significant difference between CMS and TDTA schools in enrolment, both groups should be given balanced attention in enrolment planning.
- Since there is no significant difference between CMS and TDTA schools in teacher availability, teacher planning should be done based on individual school need rather than only school group.
- Since infrastructure facilities differ significantly among Tenkasi, Tirunelveli, and Thoothukudi districts, district-wise infrastructure planning is necessary.
- Since student enrolment and number of teachers have a strong relationship, teacher appointment and deployment should be linked with student strength.
- Since there is no significant difference between boys' and girls' enrolment, the existing gender balance should be maintained. However, schools with local gender gaps should be reviewed separately.

5.5 CONCLUSION

The study shows that CMS and TDTA schools under the CSI Tirunelveli Diocese continue to play an important role in education and community development. These schools serve students from different social and economic backgrounds, especially OBC and SC communities.

The overall picture of the selected schools is positive in many areas. Most schools have drinking water, electricity, and basic school facilities. The overall student-teacher ratio and classroom average also appear acceptable.

However, deeper analysis shows hidden issues. Some schools have teacher pressure, classroom pressure, toilet pressure, digital gaps, and low enrolment. Digital facilities are especially weak in many schools.

The study concludes that development planning should be school-specific. General averages are useful, but they do not show the real condition of each school. Therefore, the CSI Tirunelveli Diocese and school administrators may use this study to identify priority schools and plan future improvements in a focused way.

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APPENDIX

APPENDIX 1: DATASET USED FOR THE STUDY

The present study is based on secondary data related to CMS and TDTA schools under the CSI Tirunelveli Diocese. The data was available in CSV format.

Original dataset file name: combined_schools_all_data.csv

Filtered dataset file name: cms_tdta_tenkasi_tirunelveli_thoothukudi_all_data.csv

The dataset was filtered based on the following conditions:

- School groups: CMS and TDTA
- Districts: Tenkasi, Tirunelveli, and Thoothukudi
- Academic year: 2024-25

After filtering, the final dataset contains 352 schools.

APPENDIX 2: VARIABLES USED IN THE STUDY

The major variables used in the study are:

- School name
- School group
- District
- Block
- School category
- Management type
- Building status
- Student enrolment
- Boys' enrolment
- Girls' enrolment
- Total teachers
- Male teachers
- Female teachers
- Student-teacher ratio
- Classrooms
- Good condition classrooms
- Toilet facilities

- Drinking water
- Electricity
- Library
- Playground
- Ramps
- Handrails
- Internet
- ICT lab
- Digital equipment
- Social category-wise students
- Age-wise students

APPENDIX 3: DATA NOTE

The study identified one mismatch in the social category-wise data.

School: **TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM**

In this school:

- Enrolment total: 583
- Social category total: 707
- Difference: 124

Therefore, social category-wise data and age-wise data were interpreted separately from the overall enrolment data.

APPENDIX 4: LIST OF SCHOOLS

S.No	School Name	Area	District	Students	Teachers
1	TDTA CALDWEL PS ANAIKUDI	RADHAPURAM / Muthumuthamozhi	TIRUNELVELI	29	2
2	TDTA PRIMARYSCHOOL SHENGOTTAI	SHENKOTTAI	TENKASI	32	2
3	TDTA PS MELA CHETTIKULAM	NANGUNERI / Sadayaneri(Venkatarayapuram)	TIRUNELVELI	7	1
4	TDTA PS PETTAIKULAM	RADHAPURAM / Urumankulam	TIRUNELVELI	37	2
5	TDTA ST ANDREW'S HIGH SCHOOL KOODANKULAM	RADHAPURAM / Kudankulam	TIRUNELVELI	287	7
6	TDTA ELEMENTARY SCHOOL, ETTICHERI	SANKARANKOVIL / Paruvakkudi	TENKASI	37	1
7	TDTA ELEMENTARY SCHOOL, PANAIYOOR	SANKARANKOVIL / Panaiyur	TENKASI	16	2
8	TDTA FEEDER PRIMARY SCHOOL POTHAKALANVILAI	RADHAPURAM / Muthumuthamozhi	TIRUNELVELI	13	2
9	TDTA FEEDER SCHOOL NALUVASANKOTTAI	KURUVIKULAM / Vagaikulam	TENKASI	8	2
10	TDTA GOOD SHEPHERD HS IDAIYERKADU	SRIVAIKUNDAM / Maramangalam	THOOTHUKKUDI	143	8

11	TDTA HIGH SCHOOL, K.KAILASAPURAM	OTTAPIDARAM / Keelakottai	THOOTHUKKUDI	120	8
12	TDTA HIGH SCHOOL, MELASEVAL	CHERANMAHADEVI	TIRUNELVELI	144	7
13	TDTA HSS, CHRISTIANAGARAM	UDANGUDI	THOOTHUKKUDI	827	32
14	TDTA JAYARAJ ANNAPACKIAM HIGH SCHOOL, NAGALAPURAM	PUDUR / Goundampatti	THOOTHUKKUDI	101	11
15	TDTA JAYARAJ ANNAPACKIAM MATRIC HR. SEC. SCHOOL, TUCKERAMMALPURAM	PALAY-RURAL	TIRUNELVELI	583	25
16	TDTA KURUKALPERI HSS ASIRVATHAPURAM	ALWARTHIRUNAGAR / Srivenkateshwarapuram	THOOTHUKKUDI	204	18
17	TDTA MARY SOUNDARAPANDIAN HIGH SCHOOL, PITCHIVILAI	THIRUCHENTHUR / Mela Thiruchendur	THOOTHUKKUDI	67	2
18	TDTA MIDDLE SCHOOL ,MELAKULAM	PALAY-RURAL / Ariyakulam	TIRUNELVELI	69	4
19	TDTA MIDDLE SCHOOL IDAIYANKUDI	RADHAPURAM / Tisayanvilai	TIRUNELVELI	89	4
20	TDTA MIDDLE SCHOOL KALANTHAPANAI	VALLIYOOR / Therku Vallioor Part 1	TIRUNELVELI	72	5
21	TDTA MIDDLE SCHOOL	RADHAPURAM /	TIRUNELVELI	74	6

	KARAICHUTHUPUTHUR	Karaichuthupudur			
22	TDTA MIDDLE SCHOOL NAVALADY	RADHAPURAM / Karaichuthupudur	TIRUNELVELI	71	4
23	TDTA MIDDLE SCHOOL ZIONMALAI	VALLIYOOR / Kovankulam	TIRUNELVELI	32	4
24	TDTA MIDDLE SCHOOL. THIRUMALAPURAM	VALLIYOOR / A.Tirumalapuram	TIRUNELVELI	28	3
25	TDTA MS ALWANTHULUKKAPATTI	ALANGULAM / Kuthapanjan	TENKASI	54	3
26	TDTA MS MELAPATTAMUDAIARPURAM	KEELAPAVOOR	TENKASI	173	7
27	TDTA MS SUVISESHAPURAM	RADHAPURAM / Kumarapuram	TIRUNELVELI	55	4
28	TDTA MS , PURAKUDAIYANPATTI	SANKARANKOVIL / Panaiyur	TENKASI	40	2
29	TDTA MS ANAIKULAM	VALLIYOOR / Anaikulam	TIRUNELVELI	51	4
30	TDTA MS ARUNACHALAPURAM	SANKARANKOVIL / Ariyanayagipuram	TENKASI	231	7
31	TDTA MS DEVARKULAM	MANUR / Thevarkulam	TIRUNELVELI	108	6
32	TDTA MS IDAYANKULAM	KALAKAD / Idaiyankulam	TIRUNELVELI	39	2
33	TDTA MS INTHANKATTALAI	KADAYAM / Anjankattalai	TENKASI	194	8
34	TDTA MS KALUVOOR	NANGUNERI / Kadangulam	TIRUNELVELI	33	2

		Thirumalaipuram			
35	TDTA MS KANNANALLUR	VALLIYOOR / Kannanallur	TIRUNELVELI	29	4
36	TDTA MS KEELA SADAYAMANKULAM	KALAKAD / Kilakaduvetti	TIRUNELVELI	77	5
37	TDTA MS KEERAIKARANTHATTU	RADHAPURAM	TIRUNELVELI	64	4
38	TDTA MS KURUMBALAPERI	KEELAPAVOOR / Kulasekarapatti	TENKASI	165	6
39	TDTA MS Kumaran Vila	SATHANKULAM / Arasoor I	THOOTHUKKUDI	76	5
40	TDTA MS MADATHACHAMPADU	RADHAPURAM	TIRUNELVELI	75	5
41	TDTA MS MANJUVILAI	KALAKAD	TIRUNELVELI	96	3
42	TDTA MS MEENAKSHINATHAPURAM	NANGUNERI / Iraippuvari	TIRUNELVELI	23	3
43	TDTA MS MELAILANDAIKUALM	MANUR / Mela Ilandaikulam	TIRUNELVELI	177	5
44	TDTA MS MELAMEIGNANAPURAM	KEELAPAVOOR / Gunaramanallur	TENKASI	80	2
45	TDTA MS MOOVIRUNTHALI	MANUR / Moovirunthali	TIRUNELVELI	54	2
46	TDTA MS NORTH ACHAMPATTI	MANUR / Achampatti	TIRUNELVELI	86	3
47	TDTA MS ODAIMARICHAN	ALANGULAM / Odaimarichan	TENKASI	157	7
48	TDTA MS PARAPPADI	NANGUNERI / Ilangulam	TIRUNELVELI	405	13

49	TDTA MS PERPILANKULAM	VALLIYOOR / Veppilangulam Part 1	TIRUNELVELI	81	5
50	TDTA MS PERUMALKULAM	KALAKAD / Devanallur	TIRUNELVELI	204	3
51	TDTA MS PUTHUPATTI	ALANGULAM / Pudupatti Part 1	TENKASI	228	7
52	TDTA MS PUTHUSURANDAI	KEELAPAVOOR	TENKASI	123	3
53	TDTA MS RADHAPURAM	RADHAPURAM / Radhapuram	TIRUNELVELI	156	6
54	TDTA MS SAHAYAPURAM	VALLIYOOR / Therku Vallioor Part 1	TIRUNELVELI	62	5
55	TDTA MS SAYAMALAI	KURUVIKULAM / Sayamalai Part 1	TENKASI	28	4
56	TDTA MS THALAVAIPURAM	VALLIYOOR	TIRUNELVELI	151	7
57	TDTA MS VALLIAMMAIPURAM	VALLIYOOR / A.Tirumalapuram	TIRUNELVELI	61	4
58	TDTA MS, Alangulam	ALANGULAM	TENKASI	367	12
59	TDTA MS, Arasaradi Palam, TVL	TIRUNELVELI URBAN	TIRUNELVELI	91	5
60	TDTA MS, KAKAIYANUR	TENKASI / Sillaraipuravu	TENKASI	92	8
61	TDTA MS, KATCHERITHALAVAIPURAM	OTTAPIDARAM / K.Dalavaipuram	THOOTHUKKUDI	60	5
62	TDTA MS, KONGANTHANPARAI	PALAY-RURAL /	TIRUNELVELI	80	4

		Kongandanparai			
63	TDTA MS, Karuvantha	ALANGULAM / Karuvanda	TENKASI	254	10
64	TDTA MS, MANGUDI	SANKARANKOVIL / Perumalpatti	TENKASI	153	6
65	TDTA MS, OMANALLUR	PALAY-RURAL / Sengulam	TIRUNELVELI	139	5
66	TDTA MS, PULAVANOOR	KADAYAM / Kilakadayam Part 1	TENKASI	140	6
67	TDTA MS, Parankuntrapuram	ALANGULAM / Vadi	TENKASI	136	6
68	TDTA MS, SIVANTHIPATTI	PALAY-RURAL / Sivandipatti	TIRUNELVELI	34	2
69	TDTA MS, SUBBULAPURAM	SANKARANKOVIL / Vayali	TENKASI	166	4
70	TDTA MS, Solaiseri	ALANGULAM / Karuvanda	TENKASI	185	8
71	TDTA MS, T.N. PUTHUGUDI	VASUDEVANALLUR	TENKASI	131	6
72	TDTA MS, VADAKKUR	THOOTHUKUDI URBAN	THOOTHUKKUDI	24	4
73	TDTA MS,ARAIKULAM	PALAY-RURAL / Araikulam	TIRUNELVELI	156	6
74	TDTA MS,NORTH VAGAIKULAM	MANUR / Vagaikulam	TIRUNELVELI	237	8
75	TDTA MS,THENKALAM	MANUR / Thenkulam	TIRUNELVELI	45	4
76	TDTA MS- KEELA SIVANTHIPURAM	AMBASAMUDRAM / Sivanthipuram (Ct)	TIRUNELVELI	147	7

77	TDTA MS-PETHANADARPATTI	KEELAPAVOOR / Pethanadarpatti Part 1	TENKASI	282	11
78	TDTA MS-RAJAGOBALAPERI	KEELAPAVOOR / Rajagopalaperi	TENKASI	121	6
79	TDTA PRAIMARY SCHOOL KANAVOOR	KADAYAM / Kadayam Perumpattu Part 1	TENKASI	33	2
80	TDTA PRIMARY SCHOOL RAMANKUDI	RADHAPURAM / Karaichuthupudur	TIRUNELVELI	24	2
81	TDTA PRIMARY SCHOOL CHATHIRAKONDAN	KURUVIKULAM / Sathirakondan	TENKASI	24	1
82	TDTA PRIMARY SCHOOL JOTHINAGARAM	RADHAPURAM	TIRUNELVELI	17	2
83	TDTA PRIMARY SCHOOL KALAPALANKULAM	KURUVIKULAM / Kalappalankulam	TENKASI	29	1
84	TDTA PRIMARY SCHOOL KUTTAM.	RADHAPURAM / Kuttam	TIRUNELVELI	22	2
85	TDTA PRIMARY SCHOOL PANAGUDI	VALLIYOOR	TIRUNELVELI	42	2
86	TDTA PRIMARY SCHOOL AVARAIKULAM	VALLIYOOR / Pazhavoor Part 1	TIRUNELVELI	16	2
87	TDTA PRIMARY SCHOOL CHATHIRAPATTI	KURUVIKULAM / Chattrappatti	TENKASI	25	2
88	TDTA PRIMARY SCHOOL IDAIYANKUDI	RADHAPURAM / Tisayanvilai	TIRUNELVELI	64	1

89	TDTA PRIMARY SCHOOL K.PUDUR	KURUVIKULAM / Kuruvikulam (South)	TENKASI	19	1
90	TDTA PRIMARY SCHOOL KADAYALURUTTI	MELANEELITHANALLUR / Sendamangalam	TENKASI	24	3
91	TDTA PRIMARY SCHOOL KOONIYOOR	CHERANMAHADEVI / Kuniyur	TIRUNELVELI	19	2
92	TDTA PRIMARY SCHOOL KUNDAL	RADHAPURAM / Karaichuthuvari (Part)	TIRUNELVELI	11	1
93	TDTA PRIMARY SCHOOL KURUKKALPATTI	MELANEELITHANALLUR / Kurukkalpatti	TENKASI	33	2
94	TDTA PRIMARY SCHOOL MADANADARKUDI	VALLIYOOR / Vaddakkankulam (Ct)	TIRUNELVELI	10	2
95	TDTA PRIMARY SCHOOL MELAKADAYANALLUR	KADAYANALLUR	TENKASI	61	3
96	TDTA PRIMARY SCHOOL PERIYASAMIYAPURAM	MELANEELITHANALLUR / Echchanda	TENKASI	30	2
97	TDTA PRIMARY SCHOOL PILLAIYARNATHAM	KURUVIKULAM / Pillayarnatham	TENKASI	9	2
98	TDTA PRIMARY SCHOOL SEMBIKULAM	VALLIYOOR / Pazhavoor Part 1	TIRUNELVELI	28	2
99	TDTA PRIMARY SCHOOL SUNDARAPANDIYAPURAM	TENKASI	TENKASI	122	4

100	TDTA PRIMARY SCHOOL TENKASI	TENKASI	TENKASI	26	2
101	TDTA PRIMARY SCHOOL THANGAMMALPURAM	RADHAPURAM / Muthumuthamozhi	TIRUNELVELI	18	2
102	TDTA PRIMARY SCHOOL UVARI	RADHAPURAM / Karaichuthuvari (Part)	TIRUNELVELI	15	2
103	TDTA PRIMARY SCHOOL VALLAM	TENKASI / Sumaitheerthapuram (Ct)	TENKASI	60	3
104	TDTA PRIMARY SCHOOL, AVUDAIYALPURAM	MELANEELITHANALLUR / Marudankinar	TENKASI	26	1
105	TDTA PRIMARY SCHOOL, AYALPATTI	MELANEELITHANALLUR / Keelaneelidanallur	TENKASI	35	2
106	TDTA PRIMARY SCHOOL, JERUSALEM DHARMANAGAR	MELANEELITHANALLUR / Malaiyankulam	TENKASI	39	2
107	TDTA PRIMARY SCHOOL, MELANEELITHANALLUR	MELANEELITHANALLUR / Melaneelidanallur	TENKASI	10	1
108	TDTA PRIMARY SCHOOL, NORTH PANAVADALI	MELANEELITHANALLUR / Vadakkuppanaivadali	TENKASI	14	2
109	TDTA PRIMARY SCHOOL, SOUTH PANAVADALI	MELANEELITHANALLUR / Vadakkuppanaivadali	TENKASI	13	2

110	TDTA PRIMARY SCHOOL. ROSEMIAPURAM	VALLIYOOR / Therku Vallioor Part 1	TIRUNELVELI	70	3
111	TDTA PRIMARY SCHOOL. WEST PUDUR	VALLIYOOR / Perungudi Part 1	TIRUNELVELI	62	3
112	TDTA PRIMARY SCOOL CHETTIKULAM	VALLIYOOR / Chettikulam	TIRUNELVELI	48	3
113	TDTA PS , SERVAIKKARANPATTY	KADAYAM / Kilakadayam Part 1	TENKASI	72	3
114	TDTA PS - KALLURANI	KEELAPAVOOR / Kallurani	TENKASI	116	4
115	TDTA PS A.SATANKULAM	NANGUNERI / Sathangulam.A	TIRUNELVELI	15	2
116	TDTA PS ALANKULAM	NANGUNERI / Pappankulam	TIRUNELVELI	11	2
117	TDTA PS ALWANERI	NANGUNERI / Alwaneri	TIRUNELVELI	16	2
118	TDTA PS ANUGRAHAPURAM	SATHANKULAM / Kommadikottai	THOOTHUKKUDI	1	1
119	TDTA PS ARAMPOONDARKULAM	NANGUNERI / Unnankulam	TIRUNELVELI	13	2
120	TDTA PS ARIYAKULAM	PALAY-RURAL / Ariyakulam	TIRUNELVELI	21	2
121	TDTA PS ASIRVATHAPURAM	KADAYAM / Kadayam Perumpattu Part 1	TENKASI	58	4
122	TDTA PS ATHICHAPERI	KALAKAD / Devanallur	TIRUNELVELI	16	2
123	TDTA PS AYANKULAM	RADHAPURAM / Muthumuthamozhi	TIRUNELVELI	28	2

124	TDTA PS AZHAGAPPAPURAM	NANGUNERI / Ittamozhi	TIRUNELVELI	17	2
125	TDTA PS BRAMADESAM	AMBASAMUDRAM / Brahmadesam	TIRUNELVELI	81	3
126	TDTA PS BUNGALOW SURANDAI	KEELAPAVOOR	TENKASI	98	4
127	TDTA PS C.SAMATHANAPURAM	CHERANMAHADEVI / Therku Viravanallur R.F.	TIRUNELVELI	16	2
128	TDTA PS CHIDAMBARAPURAM	RADHAPURAM / Udayathoor	TIRUNELVELI	33	2
129	TDTA PS CHIDAMPARAPURAM	KALAKAD	TIRUNELVELI	83	4
130	TDTA PS CHINNAMMALPURAM	VALLIYOOR / Anaikulam	TIRUNELVELI	12	2
131	TDTA PS CHOCKALINGAPURAM	RADHAPURAM / Karaichuthupudur	TIRUNELVELI	29	2
132	TDTA PS DOHNAVUR	KALAKAD / Puliyoorkurichi	TIRUNELVELI	58	3
133	TDTA PS EMANKULAM	NANGUNERI / Iraippuvari	TIRUNELVELI	20	2
134	TDTA PS ERUKALAIPATTI	KALAKAD / Idaiyankulam	TIRUNELVELI	13	2
135	TDTA PS GOPALASAMUDRAM	CHERANMAHADEVI	TIRUNELVELI	30	2
136	TDTA PS ILANJI	TENKASI	TENKASI	28	2
137	TDTA PS ILAYANAINARKULAM	NANGUNERI / Thalapathi Samuthiram Part 1	TIRUNELVELI	19	1

138	TDTA PS IRANIANKUDIYIRUPPU	NANGUNERI / Rajakalmangalam Part 1	TIRUNELVELI	10	2
139	TDTA PS ITTAMOZHI	NANGUNERI / Ittamozhi	TIRUNELVELI	22	2
140	TDTA PS JACOBPURAM	VALLIYOOR	TIRUNELVELI	85	3
141	TDTA PS K.ALANKULAM	KURUVIKULAM / K.Alangulam	TENKASI	32	2
142	TDTA PS K.KARISALKULAM	KURUVIKULAM / K.Karisalkulam	TENKASI	37	2
143	TDTA PS KADANKULAM	NANGUNERI / Kadangulam Thirumalaipuram	TIRUNELVELI	9	2
144	TDTA PS KALAKAD	KALAKAD	TIRUNELVELI	29	1
145	TDTA PS KALLIDAIKURICHI	CHERANMAHADEVI	TIRUNELVELI	64	3
146	TDTA PS KALLOOTHU	KEELAPAVOOR / Kaluneerkulam	TENKASI	71	3
147	TDTA PS KALUNKADI	KALAKAD / Soorangudi	TIRUNELVELI	27	2
148	TDTA PS KAMARAJ NAGER	NANGUNERI / Ilangulam	TIRUNELVELI	15	1
149	TDTA PS KANAKKANKULAM	RADHAPURAM / Tiruvambalapuram	TIRUNELVELI	6	2
150	TDTA PS KANDIGAIPERI	NANGUNERI / Thalapathi Samuthiram Part 1	TIRUNELVELI	9	2

151	TDTA PS KARUNKANNAN KUDIERUPPU	NANGUNERI / Thalapathi Samuthiram Part 1	TIRUNELVELI	8	1
152	TDTA PS KARUNKULAM	PALAY-URBAN	TIRUNELVELI	19	1
153	TDTA PS KARUPPANOOTHU	MANUR / Achampatti	TIRUNELVELI	37	2
154	TDTA PS KEELAKARUVELANKULAM	KALAKAD	TIRUNELVELI	23	2
155	TDTA PS KEELAPAPPAKUDI	PAPPAKUDI / Pappakudi Part 1	TIRUNELVELI	68	3
156	TDTA PS KEELASURANDAI	KEELAPAVOOR	TENKASI	188	6
157	TDTA PS KEERANKULAM	NANGUNERI / Munnanjipatti	TIRUNELVELI	18	2
158	TDTA PS KILAKULAM	CHERANMAHADEVI	TIRUNELVELI	25	1
159	TDTA PS KODANKULAM	NANGUNERI / Munnanjipatti	TIRUNELVELI	9	1
160	TDTA PS KOKKUKULAM	KURUVIKULAM / Sayamalai Part 1	TENKASI	29	1
161	TDTA PS KONDDUREDDIPATTI	KURUVIKULAM / Kalingappatti Part 1	TENKASI	19	1
162	TDTA PS KOODANKULAM	RADHAPURAM / Kudankulam	TIRUNELVELI	157	6
163	TDTA PS KOONTHANKULAM	NANGUNERI / Koonthakulam	TIRUNELVELI	16	2
164	TDTA PS KOVANKULAM	VALLIYOOR / Kovankulam	TIRUNELVELI	10	2

165	TDTA PS KOVILOOTHU	KADAYAM / Vengadampatti Part 1	TENKASI	36	2
166	TDTA PS KULAKATTAKURICHI	KURUVIKULAM / Kulakkattakurichi	TENKASI	16	2
167	TDTA PS KUMILAMPADU	VALLIYOOR / Veppilangulam Part 1	TIRUNELVELI	15	2
168	TDTA PS KURUVIKULAM	KURUVIKULAM / Kuruvikulam (North)	TENKASI	76	3
169	TDTA PS KUSAVANKULAM	NANGUNERI / Unnankulam	TIRUNELVELI	29	1
170	TDTA PS LEVANCHIPURAM	KALAKAD	TIRUNELVELI	37	1
171	TDTA PS MANGULAM	NANGUNERI / Pappankulam	TIRUNELVELI	8	1
172	TDTA PS MANUR	MANUR / Manur	TIRUNELVELI	92	4
173	TDTA PS MARAKATTUVILAI	RADHAPURAM / Karaichuthupudur	TIRUNELVELI	21	2
174	TDTA PS MARUTHAKULAM	NANGUNERI / Thottakudi	TIRUNELVELI	20	1
175	TDTA PS MEENAVANKULAM	KALAKAD / Kallikulam	TIRUNELVELI	8	1
176	TDTA PS MELASADAIAMANKULAM	CHERANMAHADEVI / Venkatarengapuram	TIRUNELVELI	20	2
177	TDTA PS MELASEVAL	CHERANMAHADEVI	TIRUNELVELI	56	2

178	TDTA PS MELASIVAKAMIYAPURAM	KURUVIKULAM / Sayamalai Part 1	TENKASI	19	2
179	TDTA PS METTUR	KADAYAM / Kadayam Perumpattu Part 1	TENKASI	62	2
180	TDTA PS MUKKUDAL	PAPPAKUDI	TIRUNELVELI	69	2
181	TDTA PS MUNISVARANKUDIYIRUPPU	CHERANMAHADEVI	TIRUNELVELI	37	2
182	TDTA PS MYLAPPAPURAM	KADAYAM / Vengadampatti Part 1	TENKASI	69	2
183	TDTA PS NAGALKULAM	KEELAPAVOOR / Pethanadarpatti Part 1	TENKASI	74	3
184	TDTA PS NAINAMPATTI	KURUVIKULAM / Ramalingapuram	TENKASI	21	2
185	TDTA PS NALLA PULIAMPATTI	MANUR / Vanniconendal	TIRUNELVELI	10	2
186	TDTA PS NAMBIKURICHI	RADHAPURAM / Kottaikarungulam Part 1	TIRUNELVELI	12	2
187	TDTA PS NEDUVILLAI	KALAKAD / Idaiyankulam	TIRUNELVELI	27	2
188	TDTA PS NORTH KADUVETTI	KALAKAD / Kilakaduvetti	TIRUNELVELI	49	2
189	TDTA PS PANISAKULAM	VALLIYOOR / Kannanallur	TIRUNELVELI	6	2
190	TDTA PS PAPPANKULAM	NANGUNERI / Pappankulam	TIRUNELVELI	17	2
191	TDTA PS PERIANADARKUDIERUPPU	NANGUNERI /	TIRUNELVELI	8	1

		Vijayanarayanam Part 1			
192	TDTA PS PERUMPANAI	NANGUNERI / Ittamozhi	TIRUNELVELI	14	2
193	TDTA PS PERUMPATHU	NANGUNERI / Therku Nanguneri	TIRUNELVELI	20	2
194	TDTA PS PILLAIKULAM	NANGUNERI / Unnankulam	TIRUNELVELI	16	1
195	TDTA PS PUDHUKURICHI	NANGUNERI / Alwaneri	TIRUNELVELI	37	2
196	TDTA PS PUTHANERI	NANGUNERI / Singaneri	TIRUNELVELI	20	1
197	TDTA PS PUTHUR(E)	NANGUNERI / Ittamozhi	TIRUNELVELI	12	2
198	TDTA PS RAKKANOOR	KURUVIKULAM / Palankottai	TENKASI	8	2
199	TDTA PS RAMALINGAPURAM	KURUVIKULAM / Ramalingapuram	TENKASI	32	1
200	TDTA PS SADAIYANDIYUR	KADAYAM / Anaindaperumalnadanur	TENKASI	18	2
201	TDTA PS SADAIYAPPAPURAM	PAPPAKUDI	TIRUNELVELI	52	1
202	TDTA PS SADAYANERI	NANGUNERI / Sadayaneri(Venkatarayapuram)	TIRUNELVELI	22	2
203	TDTA PS SAMATHANAPURAM	PALAY-URBAN	TIRUNELVELI	35	2
204	TDTA PS SANKARANKOVIL	SANKARANKOVIL	TENKASI	103	5

205	TDTA PS SANTHOSAPURAM	KALAKAD	TIRUNELVELI	21	2
206	TDTA PS SEEVALASAMUTHRAM	ALANGULAM / Pudupatti Part 1	TENKASI	64	3
207	TDTA PS SHANMUGAPURAM	VALLIYOOR	TIRUNELVELI	26	2
208	TDTA PS SOUTH KADUVETTI	KALAKAD / Kilakaduvetti	TIRUNELVELI	11	2
209	TDTA PS SUBRAMANIAPURAM	NANGUNERI / Ittamozhi	TIRUNELVELI	15	2
210	TDTA PS SUTHAMALLI	MANUR / Suttamalli	TIRUNELVELI	54	2
211	TDTA PS THADIYAPURAM	MANUR / Achampatti	TIRUNELVELI	19	2
212	TDTA PS THALAIKULAM	NANGUNERI / Karanthaneri	TIRUNELVELI	35	2
213	TDTA PS THANGAYAM	VALLIYOOR / Kannanallur	TIRUNELVELI	18	2
214	TDTA PS THOOPUR	KALAKAD / Kovilammalpuram	TIRUNELVELI	28	2
215	TDTA PS THUVARAIKULAM	KALAKAD / Kallikulam	TIRUNELVELI	52	1
216	TDTA PS TIPMEENACHIPURAM	KEELAPAVOOR / Thippampatti	TENKASI	48	2
217	TDTA PS VADAKARAI	TENKASI	TENKASI	89	4
218	TDTA PS VAIYAKOUNDAMPATTI	KURUVIKULAM / Varaganur	TENKASI	35	2
219	TDTA PS VENKATACHALAPURAM	KURUVIKULAM / Ilaiyarasanendal	TENKASI	32	2

220	TDTA PS VISUVASAPURAM	VALLIYOOR	TIRUNELVELI	21	2
221	TDTA PS, ADKONDARKULAM	SANKARANKOVIL / Therkku Sankarankovil	TENKASI	16	2
222	TDTA PS, AGAMPILLAIKULAM	KADAYAM / Ravanasamudram	TENKASI	35	2
223	TDTA PS, ALANGULAM	SANKARANKOVIL / Kilveerasigamani	TENKASI	39	2
224	TDTA PS, Achankuntram	ALANGULAM / Achankuttam	TENKASI	13	2
225	TDTA PS, Arunachalapuram	ALANGULAM / Subbaihapuram	TENKASI	34	2
226	TDTA PS, BURKITMANAGAR	PALAY-RURAL / Naduvakurichi	TIRUNELVELI	157	5
227	TDTA PS, CHOKKALINGAPURAM	SANKARANKOVIL / Panaiyur	TENKASI	50	2
228	TDTA PS, DEVIPATTINAM	VASUDEVANALLUR / Viswanathaperi Part 1	TENKASI	144	5
229	TDTA PS, DURAIYOOR	KOVILPATTI / Duraiyoor	THOOTHUKKUDI	18	2
230	TDTA PS, ILUPPAIYURANI	KOVILPATTI / Iluppaiyurani (Ct)	THOOTHUKKUDI	66	3
231	TDTA PS, JAMBULINGAPURAM	OTTAPIDARAM / Jambulingapuram	THOOTHUKKUDI	40	2
232	TDTA PS, KADAMBUR	KAYATHAR	THOOTHUKKUDI	18	2

233	TDTA PS, KALLATHIKINARU	OTTAPIDARAM / Parivallikkottai	THOOTHUKKUDI	12	2
234	TDTA PS, KARUTHAPILLAIYUR	KADAYAM / Mela Ambur Part 1	TENKASI	33	1
235	TDTA PS, KEELAKADAYAM	KADAYAM / Kilakadayam Part 1	TENKASI	45	2
236	TDTA PS, KEELAPATTAMUDAIYARPURAM	ALANGULAM / Mayamankurichi	TENKASI	17	2
237	TDTA PS, KOVILPATTI	KOVILPATTI	THOOTHUKKUDI	71	3
238	TDTA PS, Kaduvetti	ALANGULAM / Kaduvetti	TENKASI	11	2
239	TDTA PS, Karumpuliyoothu	ALANGULAM / Sivalarkulam	TENKASI	39	1
240	TDTA PS, Keelakalangal	ALANGULAM / Keelakalangal	TENKASI	36	2
241	TDTA PS, Kurichanpatti	ALANGULAM / Kuruchampatti	TENKASI	36	2
242	TDTA PS, Kuruvankottai	ALANGULAM / Mayamankurichi	TENKASI	14	2
243	TDTA PS, M.SAMATHANAPURAM	CHERANMAHADEVI / Karisalpatti	TIRUNELVELI	22	2
244	TDTA PS, MADATHUPATTI	PALAY-RURAL / Sivalaperi	TIRUNELVELI	36	2
245	TDTA PS, MALAISENKULAM	CHERANMAHADEVI / Therku Viravanallur Part 1	TIRUNELVELI	20	2

246	TDTA PS, MANALVILAI	PALAY-RURAL / Pudukkulam	TIRUNELVELI	12	1
247	TDTA PS, MANAPADAIVEEDU	PALAY-RURAL / Manappadaividu	TIRUNELVELI	25	1
248	TDTA PS, NAGARAM	VASUDEVANALLUR / Nagaram	TENKASI	66	3
249	TDTA PS, Nallur	ALANGULAM / Nallur (Ct)	TENKASI	67	3
250	TDTA PS, PALAYAMCHETTIKULAM	PALAY-RURAL / Palayamchettikulam	TIRUNELVELI	31	2
251	TDTA PS, PANDAVARMANGALAM	KOVILPATTI / Pandavarmangalam (Ct)	THOOTHUKKUDI	62	2
252	TDTA PS, PARAIKUTTAM	OTTAPIDARAM / Paraikuttam	THOOTHUKKUDI	10	2
253	TDTA PS, PARPANATHAPURAM	PALAY-RURAL / Sivandipatti	TIRUNELVELI	20	1
254	TDTA PS, PILLAIKULAM	CHERANMAHADEVI / Thiruviruttanpuli Part 1	TIRUNELVELI	116	4
255	TDTA PS, RAYAGIRI	VASUDEVANALLUR	TENKASI	17	3
256	TDTA PS, Reddiyarpatti	ALANGULAM / Kadanganeri	TENKASI	60	2
257	TDTA PS, SHANTHINAGAR	PALAY-RURAL	TIRUNELVELI	102	5
258	TDTA PS, SIVAGIRI	VASUDEVANALLUR	TENKASI	25	2
259	TDTA PS, Sambankulam	ALANGULAM / Subbaihapuram	TENKASI	27	2

260	TDTA PS, THALAIVANKOTTAI	VASUDEVANALLUR / Talaivankottai	TENKASI	28	2
261	TDTA PS, THATCHANALLUR	PALAY-RURAL	TIRUNELVELI	49	1
262	TDTA PS, TUCKARAMMALPURAM	PALAY-RURAL	TIRUNELVELI	11	2
263	TDTA PS, UGANTHATCHIAPURAM	CHERANMAHADEVI / Thiruviruttanpuli Part 1	TIRUNELVELI	24	2
264	TDTA PS, Uthumalai	ALANGULAM / Uthumalai	TENKASI	12	2
265	TDTA PS, V.PUTHUKUDI	CHERANMAHADEVI / Pudukkudi	TIRUNELVELI	28	2
266	TDTA PS, VALAMPATTI	KOVILPATTI / Valampatti	THOOTHUKKUDI	26	2
267	TDTA PS, VASUDEVANALLUR	VASUDEVANALLUR	TENKASI	8	2
268	TDTA PS, VAYALNAMBIKULAM	CHERANMAHADEVI / Karisalpatti	TIRUNELVELI	31	2
269	TDTA PS, VEPPANKULAM	PALAY-RURAL / Veppankulam	TIRUNELVELI	21	2
270	TDTA PS, Veeranam	ALANGULAM / Veeranam	TENKASI	49	2
271	TDTA PS,ALADIPATTI	MANUR / Gangaikondan Part 1	TIRUNELVELI	27	1
272	TDTA PS,ALAGIYAPANDIYAPURAM	MANUR / Alagiapandiapuram	TIRUNELVELI	46	2
273	TDTA PS,ALANGARAPERI	MANUR / Alangaraperi	TIRUNELVELI	30	2

274	TDTA PS,BARATHIAR NAGAR	MANUR / Suttamalli	TIRUNELVELI	80	3
275	TDTA PS,IRANDUMCHOLLAN	MANUR / Kattarankulam	TIRUNELVELI	39	2
276	TDTA PS,IRAVANPATTI	OTTAPIDARAM / Ilavelangal	THOOTHUKKUDI	28	2
277	TDTA PS,KUPPANAPURAM	MANUR / Manur	TIRUNELVELI	66	2
278	TDTA PS,MARAGUDIRASTHA	MANUR / Ukkirankottai	TIRUNELVELI	31	1
279	TDTA PS,MAVADI	MANUR / Manur	TIRUNELVELI	68	2
280	TDTA PS,MELATHIDIYOOR	PALAY-RURAL / Melathidiyur	TIRUNELVELI	46	1
281	TDTA PS,PILLAYARKULAM	MANUR / Pillaiyarkulam	TIRUNELVELI	26	2
282	TDTA PS,SAMBOOTHU	MANUR / Ukkirankottai	TIRUNELVELI	14	2
283	TDTA PS,UKKIRANKOTTAI	MANUR / Ukkirankottai	TIRUNELVELI	41	2
284	TDTA PS,VELLALANKULAM	PAPPAKUDI / Vettuvankulam	TIRUNELVELI	37	2
285	TDTA PS- 12TH WARD VKPURAM	AMBASAMUDRAM	TIRUNELVELI	49	2
286	TDTA PS-AMBASAMUDRAM	AMBASAMUDRAM	TIRUNELVELI	25	2
287	TDTA PS- MELA SIVANTHIPURAM	AMBASAMUDRAM / Sivanthipuram (Ct)	TIRUNELVELI	22	2

288	TDTA PS-VKPURAM	AMBASAMUDRAM	TIRUNELVELI	19	1
289	TDTA PS-ATHISAYAPURAM	KEELAPAVOOR / Rajagopalaperi	TENKASI	51	2
290	TDTA PS-AVUDAIYANOOR	KEELAPAVOOR / Avudaiyanoor	TENKASI	59	3
291	TDTA PS-KARUMBANOOR	KEELAPAVOOR / Andipatti	TENKASI	108	3
292	TDTA PS-MADATHUR	KEELAPAVOOR / Kallurani	TENKASI	79	3
293	TDTA PS-MELAKRISHNAPERI	KEELAPAVOOR / Pethanadarpatti Part 1	TENKASI	22	2
294	TDTA PS-SIVASAILANOOR	KEELAPAVOOR / Avudaiyanoor	TENKASI	24	2
295	TDTA PS-SOUTH PAPANGULAM	AMBASAMUDRAM / Pappankulam (South)	TIRUNELVELI	85	3
296	TDTA PS. KARUNYAPURAM	VALLIYOOR / Therku Vallioor Part 1	TIRUNELVELI	14	2
297	TDTA PS. LEBAIKUDIIRUPPU	VALLIYOOR / Perungudi Part 1	TIRUNELVELI	44	1
298	TDTA PS. MAHILCHIPURAM	VALLIYOOR / Therku Vallioor Part 1	TIRUNELVELI	24	2
299	TDTA PS. MARUTHAPPAPURAM	VALLIYOOR / Veppilangulam Part 1	TIRUNELVELI	16	2
300	TDTA PS. PUDIAMPUTHUR	VALLIYOOR / Vaddakkankulam (Ct)	TIRUNELVELI	12	2
301	TDTA PS. SUNDAVILLAI NAZERETH	VALLIYOOR / Veppilangulam Part 1	TIRUNELVELI	10	2

302	TDTA PSP HSS PUTHUKOTTAI	THOOTHUKUDI RURAL / Kumaragiri (Ct)	THOOTHUKKUDI	1564	42
303	TDTA RAJAM PS SURANDAI	KEELAPAVOOR	TENKASI	72	2
304	TDTA RANJI AARON MEMORIAL HIGHER SECONDARY SCHOOL,ANANDAPURAM	SATHANKULAM / Palangulam	THOOTHUKKUDI	165	10
305	TDTA SAMARIAH PS TISAIYANVILAI	RADHAPURAM	TIRUNELVELI	62	3
306	TDTA St.Paul's MS ADAIKALAPATTANAM	KEELAPAVOOR	TENKASI	99	4
307	TDTA V.M.MIDDLE SCHOOL, VAGAIKULAM	KURUVIKULAM / Vagaikulam	TENKASI	98	3
308	TDTAMS MANARKADU	PALAY-RURAL / Thirumalaikolunthupuram	TIRUNELVELI	97	4
309	TDTAMS,NANCHANKULAM	MANUR / Nanchankulam	TIRUNELVELI	166	2
310	TDTAMS,PARVATHIAPURAM	MANUR / Kanarpatti	TIRUNELVELI	154	7
311	TDTAPS ADIMITHIPANKULAM	PALAY-RURAL / Tharuvai	TIRUNELVELI	32	2
312	TDTAPS KATTALAI	MANUR / Palamadai	TIRUNELVELI	57	2
313	TDTAPS SOUTH KATTARANKULAM	MANUR / Kattarankulam	TIRUNELVELI	107	3

314	TDTAPS,KARAMBAI	MANUR / Madhavakurichi	TIRUNELVELI	35	2
315	TDTAPS,TAMIZHAKURICHI	PALAY-RURAL / Thidiyur	TIRUNELVELI	17	2
316	TDTAPS,VADAKUIDAYANKULAM	CHERANMAHADEVI / Ulagankulam	TIRUNELVELI	21	2
317	TDTAPS,VENKALAPOTTAL	MANUR / Madhavakurichi	TIRUNELVELI	78	3
318	ARDIL TDTA PS-KULAVANIGARPURAM	PALAY-URBAN	TIRUNELVELI	32	2
319	KKR TDTA HIGH SCHOOL, PARAMANKURICHI	UDANGUDI / Paramankurichi	THOOTHUKKUDI	92	4
320	CMS MS PARUTHIPADU	NANGUNERI / Paruthipadi	TIRUNELVELI	131	5
321	CMS Arunothaya MS, Nallur	ALANGULAM / Nallur (Ct)	TENKASI	83	4
322	CMS EVANGELICAL PS VADAVOORPATTI	KALAKAD / Singikulam (Old)	TIRUNELVELI	5	2
323	CMS EVANGELICAL HIGH SCHOOL, KALUNGUVILAI	SATHANKULAM / Komaneri	THOOTHUKKUDI	59	4
324	CMS EVANGELICAL MS MELAPATHAI	KALAKAD	TIRUNELVELI	34	4
325	CMS EVANGELICAL PRIMARY SCHOOL MOONGILADI	KALAKAD	TIRUNELVELI	58	1

326	CMS EVANGELICAL PS MELAKARAI	KALAKAD / Singikulam (Old)	TIRUNELVELI	12	1
327	CMS EVL PS, PUTHUKULAM	PALAY-RURAL / Pudukkulam	TIRUNELVELI	22	2
328	CMS EVL. PS, SENGULAM	PALAY-RURAL / Sengulam	TIRUNELVELI	13	1
329	CMS Eva PS PATHINIPARAI	NANGUNERI / Sathangulam.A	TIRUNELVELI	29	2
330	CMS MACWHIRTER MIDDLE SCHOOL TENKASI	TENKASI	TENKASI	299	12
331	CMS MANAKAVALAM HOSPITAL ST	PALAY-URBAN	TIRUNELVELI	103	5
332	CMS MARY ARDEN MS PALAI	PALAY-URBAN	TIRUNELVELI	210	8
333	CMS MONTGOMARI PS PALAYAMKOTTAI	PALAY-URBAN	TIRUNELVELI	23	1
334	CMS MS ALWANERI	NANGUNERI / Alwaneri	TIRUNELVELI	36	2
335	CMS MS AMBALAM	NANGUNERI / Ariyakulam	TIRUNELVELI	25	3
336	CMS MS MARUTHAKULAM	NANGUNERI / Thottakudi	TIRUNELVELI	45	3
337	CMS PRIMARY SCHOOL TENKASI	TENKASI	TENKASI	77	3
338	CMS PS KALUVOOR	NANGUNERI / Kadangulam Thirumalaipuram	TIRUNELVELI	5	2
339	CMS PS KOVAIKULAM	NANGUNERI / Alwaneri	TIRUNELVELI	19	2

340	CMS PS MOONTRADAIPPU CHATRAM	NANGUNERI / Thottakudi	TIRUNELVELI	14	2
341	CMS PS MOONTRADAIPPU MELUR	NANGUNERI / Poolam Part 1	TIRUNELVELI	17	2
342	CMS PS PANANKULAM	NANGUNERI / Karanthaneri	TIRUNELVELI	46	1
343	CMS PS POOLIPATTAM	NANGUNERI / Sathangulam.A	TIRUNELVELI	10	2
344	CMS PS SERNTHANARKULAM	NANGUNERI / Deivanayagaperi	TIRUNELVELI	29	2
345	CMS PS VETHAPURAM	NANGUNERI / Poolam Part 1	TIRUNELVELI	16	1
346	CMS PS, KALUNGUVILAI	SATHANKULAM / Komaneri	THOOTHUKKUDI	8	2
347	CMS. EVA. PS KARISAL	CHERANMAHADEVI / Karisalpatti	TIRUNELVELI	7	1
348	CMS. EVA. PS ODAIKARAI	CHERANMAHADEVI / Karisalpatti	TIRUNELVELI	25	2
349	CMS. EVA. PS PATTANKADU	CHERANMAHADEVI / Thiruviruttanpuli Part 1	TIRUNELVELI	50	1
350	CMS. EVA. PS PULAVANKUDIYIRUPPU	CHERANMAHADEVI / Ulagankulam	TIRUNELVELI	66	3
351	CMS. EVA. PS THIRUVIRITHANPULLI	CHERANMAHADEVI / Thiruviruttanpuli Part 1	TIRUNELVELI	18	2
352	CMS. EVA. PS VANIANKULAM	CHERANMAHADEVI	TIRUNELVELI	36	2