CHAPTER I

CONCEPTUAL FRAMEWORK
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1.0 OVERVIEW

The Present Chapter deals with the Conceptual Framework of the study. It starts from various definitions and importance of Education and highlights the various schemes in Education. One of the important schemes Sarva Shiksha Abhiyan (SSA) is discussed in relation to Aims, Objectives, Strategies, Financial Norms and Supervision of Activities. The Details of the primary focus in SSA like Education of Girls, Access, Enrolment, Retention, Interventions in Tribal Areas, Integrated Childhood Development Scheme (ICDS) establishment of Early Child Care and Education Centers (ECCE) etc., were analysed in the present study, which ends with the Rationale for the study and Chapterisation.

1.1 EDUCATION

Each child is born with some innate tendencies, capacities and inherent powers. Education is to draw out these powers out and develop them to the full. Education guides the child like an affectionate father and serves him faithfully like a wife. It develops the individual like a flower, which distributes its fragrance all over the environment. It drags a person from darkness, poverty and misery by developing him individually in all its aspects - Physical, Mental, Emotional and Social. With this type of all round development, he becomes a responsible, dynamic, resourceful and
enterprising citizen of strong good moral character who uses all his capacity
to develop his own self, his society and his nation.

Education in broad terms means, "The life-long process of acquiring
new knowledge and skills through both formal and informal exposure to
information, ideas and experiences". Education in narrow terms means,
"Systematic planned instruction that takes place in school".

Article 45, under Directive Principles of State Policy Lies Down:

"The state shall endeavor to provide within a period of ten years from
the commencement of the constitutions, for free and compulsory education
for all children until they complete the age of fourteen years”.

In our national perception, education is essential for all. This is
fundamental to our all round development, material and spiritual. The
National Policy of 1968 laid stress on the need.

- For a radical reconstruction of the education system
- To improve the quality of education at all stages
- Of giving much greater attention to science and technology
- Of cultivating moral values and a closer relation between
  education and the life of the people.

1.1.1 Various Definitions of Education

Education means “Bringing out of the idea of Universal validity which
are latent in the mind of every man” - Socrates.
Froebel defines Education as follows: “Education is a process by which child makes its internal and external”.

According to Mahatma Gandhi, “By Education I mean an all-round drawing out of the best in child and man-body, mind and soul”.

“Education means enabling the mind to find out the ultimate truth. Making truth its own and giving expression to it” - Rabindranath Tagore.

The definition given by Pestalozzi, “Education is defined as natural harmonious and progressive development of men’s innate powers”.

It is rather very difficult to assess the real value of the term ‘Education’. It has such a broad sense that its canvas cannot be limited within the definitions of two or three lines. Although various educators of different ages have tried to define the term, yet their definitions are only partly true and touch only the coast of the ocean.

Literacy is not education or is education the swelling of the mind with inspired facts. It follows therefore that the accent has to be on the quality, precision, purposefulness and integration of the materials presented to the mind rather than on its quantum, diffusion, discursiveness and sweep. The main point of emphasis has always been in the mental and physical growth of the individual. The main account in Education should be on the awakening of curiosity, the simulation of creativity, the development of proper interests, attitudes and values and the building of essential skills such as independent study and capacity to think and judge for one self.
Education has a very important role to play in the present set up of world. Investment in the education of its youth is considered as most vital by all modern nations. Such an investment understands acquires top priority in developing countries.

Along with the knowledge exposing that is found in developed countries, we see another factor, namely population explosion, particularly in developing countries that is trying to change the pattern of life. Most countries in the world are faced in same form or another, with these problems and what is needed today is an “Education Explosion”. Curing illiteracy is the immediate problem in developing countries. To obliterate this problem, we need more teachers and yet, this cannot be a complete solution for the ever-increasing problem of illiteracy.

Technology provides the necessary answer to all these problems. Technology of education is being developed with the aim not only of making education more widely available, but also of improving the quality of education which is already available.

The importance of Education was stressed in the Women’s Conference, Beijing (1995) as ‘Education is a human right and an essential tool for achieving the goals of enlightenment, which brings progress, peace and equality. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic return has proved to be one of the best means of achieving sustainable development and economic growth’.
Marshall Alfred (1930) also highlighted the importance of education as ‘Education is a national investment and the most productive of all capital is that invested in human beings. The growth of physical capital depends to a considerable extent on human capital formation’.

Education is the touchstone of survival, the cutting edge of new knowledge and the guardian of the great human tradition. It is the maker of a prosperous society. In confronting the many challenges that the future holds in store, mankind sees in education and indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but it is one of the principal means available to foster a deeper and a more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

Human life, which is the best creation of God, has to aspect, the biological and the sociological. The latter is preserved and transmitted by education. It is only man who is capable of being educated. Through education, he tries to seek new ideas and new ways of life. It is again through education that he promotes his intelligence and adds to his knowledge. Without education the individual would be unprepared for group life. Thus Education means both the acquisition of knowledge and experience as well as the development of skills; habits and attitudes, which help a person to lead a full and worthy life.
We may find all expression of the Eastern concept of education in Gandhiji and Vivekananda. "By education" says Gandhiji "I mean all round drawing out the best in child and man especially in body, mind and spirit". Vivekananda defines it in the following words: "We want that education by which character is formed, mind is strengthened and intellect is expanded". In short, education is all round development of the human being. Education is basically the most powerful instrument of character formation and mental achievement.

The Western concept of Education: "Education is the influence of the environment on the individual with a view to producing a permanent change in his habits, behavior of thought and of attitude", Thompson (1993). John Dewey (1993) perceives "Education is the process of living through a continuous reconstruction of experiences". In other words, education is an external influence to develop the capacities of man.

In its narrower sense, education is regarded as equivalent to instruction, imparted in a school or college. The amount of education thus received by the child is measured in terms of the number and the grade of examinations passed.

In its broader sense, education means the process of development from infancy to maturity. It begins at birth and continues throughout life. Education becomes the sum total of experience that the child receives inside the school or outside, through the library, the playground, the workshop or through other agencies. Education is the social experience through which
children learn themselves, develop interpersonal skills and acquire basic knowledge.

Education, the basic infrastructure, enhances the development of economic and non-economic aspects of society. How far the necessity of education is essential to the development of society on the meaningful growth of the individual is the central focus of the following discussion from well-defined perspectives.

1.2 INVESTMENT ON HUMAN CAPITAL

The quantum of knowledge possessed by the people of a country and the capacity of the people to use the knowledge effectively can be termed as the human capital of country. It includes the initiative, resourcefulness, capacity for sustained work, right values, interests, attitudes and other human qualities conducive to higher output and accelerated economic growth. The investment on human capital in the form of investment on education leads to increasing productivity, which in turn increases the economic growth rate of the country.

Education leads to improve knowledge, increase in skills, change in attitudes, finally culminating in improved efficiency. As the level of education increases from the primary to the secondary, from the secondary to the higher secondary and then to the collegiate level, the number of skilled professionals such as doctors, engineers, scientists, nurses and teachers increase. The improved human resource along with the natural resource along with the natural of a country paves the way for increased economic development.
To quote Fredrick H. Harbison (1962) "The rate of modernization of a country is associated with both in stock and rate of accumulation of human capital. High level of manpower is needed to introduce new and expanding government services, to introduce new systems of land use and new methods of agriculture, to develop new means of communication to enhance industrialization and to build the education system".

In other words, the innovation or the process of change from a static or traditional society requires very large doses of strategic human capital. The countries, which are making rapid and spectacular innovations, are invariably those, which are under pressure to accumulate this kind of human capital at a fast rate.

The formation of human capital is essential for the growth of developing countries. Perhaps it is more essential for economic development but for which the national economic activity would be unproductive. Skilled laborers are necessary for the development of a country. Its absence renders other complementary resources like unskilled laborers and natural resource available in abundance is of no use.

In developing countries, the worth of a man is judged not by what he can do but by the academic degree that he possesses and the material goods that he has. Both education and training are essential for improving the mobility and productivity of the labour force of a country.

Referring to the Russian experience of the contributions of education to productivity, Strumulin (1964) states, "One year of primary education
increases the workers' productivity on the average as much as 30 per cent. The increase in the workers' productivity varies with the level of education, the higher the education, the higher will be productivity.

Under the pressure of technological progress and modernization, the demand for education for economic purposes has been constantly on the rise in most countries. New skills are needed and education systems are required to meet that need by providing not only the minimum of schooling or vocational training, but also training for scientists, innovators and high-level specialists. Education systems can therefore no longer be expected to train a labour force for stable industrial jobs; they must instead train individuals to be innovative, capable of evolving, adapting to a rapidly changing world and assimilating change.

Investment in Education, therefore raises the quality of the labour force and raises its contributions to national income. Education should be considered as an investment and optimal benefits should be derived from it in the form of human resource development.

1.3 EFFECT OF HUMAN RESOURCE DEVELOPMENT

Investment in human capital opens new dimensions for economic growth. The extent to which there is a failure of investment in human capital, to that extent there is a decrease in the rate of physical capital. Hence, the need for investment in human capital becomes vital for national growth. Schultz T.W. (1962) has emphasized this aspect by saying that, "When we have physical capital without human capital, it is like having a map of
Spending on education has more than just a social dimension; it is also an economic and political investment yielding long-term benefits. Education systems have to provide the skills that economies will need in the future. National development hinges on the ability of working population to handle complex technologies and to demonstrate inventive dexterity and adaptability, qualities that depend to a great extent on the level of initial education. Investment in education is thus essential for long-term economic and social development.

Thus it is clear that education is the bedrock of national development. A certain degree of education makes people more willing to change the accepted pattern of social behavior, if given sufficient incentive to do so. The educated parents who know the value of education are prepared to educate their children in the formal education system. The fact that education incurs expenses means that people prefer fewer children. Thus education leading to awareness, indirectly curbs population growth. If the motivational aspect of the individual is identified, a positive change can be brought about which is the beginning of the human resource development process.
1.4 INDICATORS OF HUMAN RESOURCE DEVELOPMENT

There are a few indicators to measure the level of human resource development achieved by a country. They are:

1. The number of teachers (primary and secondary levels) per 10,000 population,
2. Engineers and scientists per 10,000 population,
3. Physicians and dentists per 10,000 population,
4. Pupils enrolled at the primary level as a percentage of the estimated population in the corresponding age group,
5. Pupils enrolled at the secondary level as a percentage of the estimated population in the corresponding age group and
6. Enrolled at the secondary level as a percentage of the estimated population in the corresponding age group,

Applying these indicators to measure the level of human resource development in India, we see that India can be classified in the third level as a semi-advanced country because of the following reasons:

1) The pupil-teacher ratio at the primary level is 45 and at the secondary level it is 21,
2) The Research and Development scientists and technicians per 1000 people is 0.3,
3) The people per doctor are 437 and people per nurse are 3,333,
4) The pupils enrolled at the primary level as a percentage of the estimated population in the corresponding age group is 96.22 and

5) The pupils enrolled at the secondary level as a percentage of the estimate population in the corresponding age group is 84.39.

Though the percentage of enrolment at the primary and secondary levels is above 80, yet the availability of professionals, scientists, technicians, doctors and nurses is very low compared to the existing population. It means that the number of professionals produced yearly is much less than national requirements. This may be due to the fact that the Government investment in higher education is very low.

1.5 PLAN OUTLAYS IN EDUCATION

The Kothari Commission (1964-66) had recommended that investment in education should be a minimum of six per cent of plan outlay. However in the Seventh Plan period only 2.6 per cent had been allotted for education. The share of the educational sector in the total plan expenditure has been consistently declining, from 7.8 per cent in the First Plan to 2.6 per cent in the Seventh Plan.

The Intra-sector allotment of plan outlays in education in Indian could be seen from Table 1.1. The Table reveals that Intra-sector allocation of resource in India during the Plan period showed a lop-sided emphasis on different layers of education.
### Table 1.1 Plan Expenditure in Percentage on Different Levels of Education

<table>
<thead>
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<td>Primary Education</td>
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<td>35</td>
<td>34</td>
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<td>25</td>
<td>37</td>
<td>37</td>
<td>47</td>
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<tr>
<td></td>
<td>(200)</td>
<td>(510)</td>
<td>(1030)</td>
<td>(530)</td>
<td>(1400)</td>
<td>(1560)</td>
<td>(5300)</td>
<td>(18320)</td>
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<td>(140)</td>
<td>(480)</td>
<td>(870)</td>
<td>(770)</td>
<td>(1950)</td>
<td>(5590)</td>
<td>(5590)</td>
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<td>(15160)</td>
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<td></td>
<td>(140)</td>
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<td>(1950)</td>
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<td>(5590)</td>
<td>(12010)</td>
<td>(5880)</td>
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<td>(25000)</td>
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<td>37</td>
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<td>24</td>
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<td>(25300)</td>
<td>(76330)</td>
<td>(47450)</td>
<td>(196000)</td>
<td>(203816)</td>
</tr>
</tbody>
</table>

Figures in parenthesis in Millions of Rupees

**Source:** Vaidyantha R.V.-Educational Planning and Administration in India: Retrospect and Prospect, Journal of Educational Planning and Administration Vol – VII No.2, NIEPA, New Delhi
The allotment for higher education showed some improvement from the First Plan to the Fifth plan with an increase from nine per cent to 45 per cent then it started declining to eight per cent in the Eighth Plan. It is only during the Ninth Plan that the amount marked for higher education increased to 12 per cent of the Plan outlay in education.

Since the final allotment for primary schools was high, it naturally follows that the number of primary schools would also be much greater than the number of higher secondary schools and Arts and Science colleges.

1.6 ENROLMENT OF STUDENTS IN EDUCATIONAL INSTITUTIONS

Among the students who were enrolled at various levels of education, it would be interesting to study the percentage of enrolment of boys and girls from the years 1950-1951 to 2000-2001.

Table 1.2 Gross Enrolment Ratio of students in India

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary (I-V)</th>
<th>Upper Primary (VI- VIII)</th>
<th>Elementary (I-VIII)</th>
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<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1950-51</td>
<td>60.6</td>
<td>24.8</td>
<td>46.2</td>
</tr>
<tr>
<td>1960-61</td>
<td>82.6</td>
<td>41.4</td>
<td>62.4</td>
</tr>
<tr>
<td>1970-71</td>
<td>95.5</td>
<td>60.5</td>
<td>78.6</td>
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<tr>
<td>1980-81</td>
<td>95.8</td>
<td>64.1</td>
<td>80.5</td>
</tr>
<tr>
<td>1990-91</td>
<td>114.0</td>
<td>85.5</td>
<td>100.1</td>
</tr>
<tr>
<td>1991-92</td>
<td>112.8</td>
<td>86.9</td>
<td>100.2</td>
</tr>
<tr>
<td>1992-93</td>
<td>95.0</td>
<td>73.5</td>
<td>84.6</td>
</tr>
<tr>
<td>1993-94</td>
<td>90.0</td>
<td>73.1</td>
<td>81.9</td>
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<tr>
<td>1994-95</td>
<td>96.6</td>
<td>78.2</td>
<td>87.7</td>
</tr>
<tr>
<td>1995-96</td>
<td>97.1</td>
<td>79.4</td>
<td>88.6</td>
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<td>1997-98</td>
<td>97.7</td>
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<tr>
<td>1998-99</td>
<td>100.9</td>
<td>82.9</td>
<td>92.1</td>
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<tr>
<td>1999-2000</td>
<td>104.1</td>
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<td>94.9</td>
</tr>
<tr>
<td>2000-01</td>
<td>104.9</td>
<td>85.9</td>
<td>95.7</td>
</tr>
</tbody>
</table>

1.7 EDUCATION OF WOMEN

Education for women is far more important and urgent than education for men since women are the catalysts for change among the younger generation. The Kothari Commission (1964-66) has aptly remarked, “If education has to be limited to man or to woman, then opportunity should be given to woman, for then it would more surely be passed on to the next generation”.

Education is the only means by which the socio-economic position and the general status of women can be raised. Only proper education can give them the correct attitude towards life, the necessary reasoning power and the ability to claim equal rights with man. A wife guided by intelligence, power of judgment and a sound moral attitude is a glory and a light in her family and in the society at large.

The Duty of a mother is not merely to beget children. She has to bring up her children properly and also to look after the whole family. She can handle these responsibilities effectively only if she is educated. When a child’s education begins, the mother is the first teacher. She teaches the child at home even after the child starts schooling. She can train the child to become a good, useful and worthy citizen. Gandhiji (1893) the Father of the Nation was thus prophetic when he said that, if we educate a man we educate an individual, but if we educate a woman we educate a whole family. Ipso facto, it means that women’s education is the very foundation of societal education for the simple reason that family, of which woman is the kingpin, is
the basic unit of society. In other words, women alone could pave the way for social reform, through their families, as they are responsible for the development of human resource as homemakers.

Hence, it becomes obvious that the development of a society is dependent upon the development of women who are an integral part of the society. Women education has a multiplier effect in the society. Education is an instrument, which can be systematically to bring about change in the empowerment of women.

Women perform the lion’s share of work in subsistence economies toiling longer hours and contributing more to family income than their male counterparts. Gender bias is a primary cause of poverty, because in its various forms it prevents hundreds of women from obtaining education, training, health services, childcare and legal status.

In democracy, women too have a right to vote. Unless they are educated, they cannot exercise their franchise properly. Educated women can fight for equal rights with men. Only they can understand the value of all the nation building programmes like family planning and adult education. If the literacy level of the girl increases there is a postponement of her marriage, which means late pregnancy, fewer children, higher life expectancy rates and better status in the society.

Education enables women to realize their full identity and powers in all lifestyles. This would enable women greater access to knowledge, resource, freedom in decision making, planning their way of living and
greater control over the hazards in life. Education trains women for leadership. An educated woman is not only a light in her house, but enlightens those who encounter her. It reduces their economic dependence as well.

Investment in education, especially female education and that too in rural areas, is therefore of the utmost importance. The government is able to provide only primary education and therefore, the revival of privatization of education, especially higher education which began in India in the nineteen eighties, is a must.

1.8 PRIVATIZATION OF EDUCATION

Before Independence, the private initiative in education in India was prompted by philanthropic and religious organizations. The main purpose before the private individuals and organizations was to render service to society. Through endowment and liberal donations the private bodies established educational institutions to serve society. Over time, most of the private educational institutions belonged to the category of institutions founded and run by private agencies but funded partly by Government and partly by non-Governmental sources.

With the increase in demand for education and with the rise in the recurring and non-recurring cost of providing education, the private effort in setting up such institutions declined significantly. Since the 1970’s welfare state philosophy has been paving the way for free market philosophy. It is argued increasingly nowadays that is not the Government but the market that can do everything for everybody. Correspondingly, a reduced emphasis on
education particularly higher education by the Government is promoted as an economically land educationally efficient proposal.

The purpose of this approach has resulted in the establishment of higher educational institutions, which are founded, funded and run by private agencies. Many self-financing institutions mostly in technical and professional courses are fast emerging in India. Still, there is a serious mismatch between demand and supply of seats in technical and professional education leading to the prevalence of unscrupulous profit seeking educational institutions.

There are also philanthropic educationalists who strive hard to establish educational institutions even in less developed and less lucrative rural areas for the sole purpose of providing quality higher education for the downtrodden. One such educational institution is the Aditanar Educational Institution, which has six colleges, all located in Tiruchendur, a town in Thoothukudi District in Tamilnadu, India. Govindammal Aditanar College for Women, one among these six colleges does not collect any capitation fee and is rigidly socio-economically motivated.

1.9 DISTRICT PRIMARY EDUCATION PROGRAMME IN TAMIL NADU

The first phase of District Primary Education Programme (DPEP) was launched in Tamil Nadu state during 1994-95 in the districts of Dharmapuri, Thiruvannamalai, Cuddalore and Villupuram at a total cost of Rs.168.97 crores for 7 years. These districts were selected based on the
criterion that female literacy rate of these districts was below the national average. Under phase II Districts, Pudukkottai District where total literacy campaign has been successful, Perambalur District with a low female literacy rate and Ramanathapuram District which is backward in socio-economic conditions in the State have been selected for implementation of DPEP for a period of years from 1997-98 at a cost of Rs.95.44 crores. The total project cost is shared by the Government of India and State Government, in the ratio of 85:15.

As per the objectives of this programme, out of 1814 classroom buildings 1351 have been completed. To provide access to schooling in remote areas, 406 new schools have been opened during the last few years. During 2001-2002, about 70 schools have been proposed to be opened. 1764 posts of teachers have been created for the newly opened as well as for the existing schools. As a result, the average teacher-pupil ratio has been lowered from 1:41 to 1:39.

To serve the cause of dropped-out and non-enrolled children and those who are unable to attend full time schools, 1014 alternative schooling centers were opened. These centers had an enrolment of nearly 26,629 children. On completion of the studies in these centers, children are admitted in formal schools in standard III, IV or V depending on their achievement levels.

In order to promote the vital role of community participation in school development Village Level Committees are formed in schools to
involve the community for enrolling all eligible school age children and to
retain them and to reduce dropout phenomena in schools. To ensure 100%
enrolment of pupils, awareness campaigns and enrolment meals are conducted
to create awareness among the public. Through these activities, all the eligible
school age children, particularly, scheduled caste and scheduled tribe students
were to get the benefit of education up to Std V.

Grants for improving the infrastructure facilities and for repair works
at the rate of Rs.2000/- per year for every primary and middle schools (except
aided schools) and grant for preparing teaching learning materials for teachers
working in all primary schools at the rate of Rs.500/- per teacher per year are
released. In-service training is given to teachers for imparting quality
education. Training for the teachers in teaching of English, was given by
block resource centers. Village level committee members were oriented at the
cluster resource centers.

To serve the cause of disabled children, Integrated Education
Programme is implemented in 21 blocks of 8 Districts with the assistance of
non-government organizations. Out of 14549 disabled children identified,
13552 of them have been admitted in formal schools.

Special coaching classes are being conducted to enhance the
achievement level of Adi Dravidar and Tribal Welfare girls of Standards III,
IV and V in 2411 centers after school hours. About 59,277 girls are being
benefited by the scheme.
The allocation for the various project activities includes Quality improvement (70%); Civil Works (24%) and Management (6%). In phase I, out of the total grant of Rs.124.74 crores received, a sum of Rs.117.08 crores (94%) has been spent. In phase II, out of the total grants of Rs.54.03 crores received, a sum of Rs.43.83 crores (81%) has been spent. The total budget of Rs.84.11 crores prepared by participatory process involving the community, teachers, village level committee members and DPEP Officials for the year 2001-2002 has been sent for the approval of Government of India.

1.10 SHARVA SHIKSHA ABHIYAN (SSA)

Sarva Shiksha Abhiyan (SSA) is an effort to universalize elementary education by a community based approach. It is a flagship programme for quality basic education all over the country. It is a response to the demand for quality basic education throughout the nation. It is also an attempt to provide an opportunity for improving human capabilities to all children. It could be generalized as follows:

- A programme with a clean time frame for universal elementary education
- An opportunity for promoting social justice through education
- An effort at effectively involving the Panchayat Raj institutions, School Management Committees, Parent-Teachers Associations, Tribal Autonomous Councils and other gross root level structures in the management of the elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between Central, State and Local governments.
- An opportunity for states to develop their own participation of elementary education.

1.10.1 Aims of SSA

The SSA is to provide useful and relevant elementary education for all the children in the age group 6-14 by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing for their human potential both spiritually and materially. It realizes the importance of Early Childhood Care and Education (ECCE) and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special school centres in Non-ICDS areas will be made by the Department of Women and Child Development.

1.10.2 Objectives of SSA

- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary school by 2010.
• Focus on elementary education of satisfactory quality with emphasis on education for life.

• Bridge all gender and social category gaps at primary stage by 2007 and at elementary education by 2010.

• Universal Retention by 2010

The objectives are expressed nationally to achieve before 2010. The emphasis is on mainstreaming out-of-school children through diverse strategies, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging gender gaps and social gaps and a totals retention of all children in schools. Within this frame work, it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing according to the their natural and social environment.

1.10.3 Aspects of SSA

SSA has two aspects:

(i) It provides a wide convergent framework for implementation of Elementary Education schemes.

(ii) It is also a programme with budget provision for strengthening vital areas to achieve Universalisation of Elementary education.

1.10.4 Broad Strategies of SSA

The broad strategies to achieve its goal of SSA are:
(i) Institutional Reforms
(ii) Sustainable Financing
(iii) Community Ownership
(iv) Institutional Capacity Building
(v) Improvement in Quality
(vi) Improving Mainstream educational administration
(vii) Community based Monitoring with full transparency
(viii) Habitation as a unit of planning
(ix) Accountability to Community
(x) Priority to education of Girls
(xi) Focus on special groups
(xii) Pre-project phase
(xiii) Special Thrust on Quality
(xiv) Role of Teachers
(xv) District Elementary education plans

1.10.5 **Financial Norms Under SSA**

The Financial Norms to meet expenditure to achieve the goals of SSA are:

- The Assistance under the programme of SSA will be made on a 85:15 sharing arrangement during the IX plan, 75:25 sharing arrangement during the X plan and 50:50 sharing thereafter between Central and State Governments. Commitments regarding sharing of costs would be taken from State Governments in writing.
The Government of India would release funds to the State Governments / Union Territories only and installments would be released after the previous installments of central Government and State Government share has been transferred to the State Implementation society.

All funds to be used for upgradation, maintenance, repair of schools and teaching learning equipment and local management to be transferred to -Panchayat/ or any other village/school level arrangement for decentralization adopted by that particular state/Union Territory.

The village school-based body may make a resolution regarding the best way of procurement.

Regarding the Universal Retention of SSA, special norms are provided as follows:

(i) Setting up Education Guarantee Centers in Un serving habitations.

(ii) Setting up other Alternative Schooling Models

(iii) Bridge Courses, Remedial Courses, and Back-to-School Camps with a focus on mainstreaming out-of-school children into regular schools.

(iv) Innovative activity for girls’ education, ECCE, Interventions for children belonging to SC/ST Community and computer education specially for upper primary level.
(v) Other preparatory activities for micro-planning, household surveys, school-based activities, office equipment, training and orientation at all levels etc.,

The preparatory activities are expected to initiate a process of institutional development and capacity building for professional management of elementary education sector at the local level. The focus has to be made on capacity building through training, rigorous planning processes, focus on community based data collection and its analyses, and most of all, a willingness to allow the local community to manage schools. It is expected that the preparatory phase will take anywhere from four to eight months.

1.10.6 Supervision of Activities

SSA requires regular supervision of activities. Ideally, the Cluster Resource Centres (CRCs), the Block resource centres (BRCs) and the District Institute of Education and Training (DIETs) have to be developed effectively to carry out supervision activities. The National/State mission will periodically send supervision/appraisal/monitoring and research plans, based on the indication of resource availability as per the norm approved for such activities under the SSA (Rs.1500/- per school per year). This amount would be divided between the National/State and District mission under SSA.

Suitable supervision formats will be designed through special workshops to be organized by national/state level resource institutions. Resource persons involved with training teachers will also undertake classroom interactions and observations. Modest honoraria may be provided
for non-governmental /retired resource persons involved in this work. Members of DIET will be entitled to TA/DA for such visits.

1.10.7 State Component of SSA

SSA provides for support at State level from 6% management cost as also the funds for research, evaluation, supervision and monitoring at state level. The objective of the state component is to facilitate programme implementation and provide support for capacity development at all levels.

1.10.8 Role of Non-Governmental Organizations in SSA

SSA conceives a vibrant partnership with Non-Government Organizations (NGOs) in the area of capacity building, both in communities and in resource institutions. These partnerships will require nurturing through an on-going partnership in activities. In education sector, non-governmental organizations have been making very meaningful contributions. Works related to pedagogy, mainstreaming out-of-school children, developing effective teacher training programmes, organizing community for capacity development for planning and implementation, expressing order concerns, work in the sphere of disability among children are some of them. Their partnership is conceived in these ways:

- Through direct funding by central and state governments.
- Through funding activities by identified National and State Level resource institutions.
- Through participation in community activities funded by the Village Education Committees.
They can discharge a very useful role in advocacy as well as accountability of the SSA. Under Education Guarantee Scheme (EGS) and Alternative Innovative Education (AIE), it has been decided to fund Non-Governmental Organisations (NGO) through State Implementation policies. Efforts to explore a longer-term partnership with NGOs with a well-defined arrangement for continuity are also encouraged.

1.10.9 Education of Girls

Education of girls’, especially those belonging to scheduled caste and tribes, is the primary focus in SSA. Efforts are made to mainstream gender concerns in all the activities under the SSA programme. Mobilization at the habitation/village/urban slum level, recruitment of teachers, up gradation of primary into upper primary schools, incentives like midday meals, uniforms, scholarships, educational provision like textbooks and stationery are taken into account the gender focus.

Every activity under the programme is judged in terms of gender component. Besides mainstreaming, special efforts like Mahila Samakya type of mobilizations, back to school camps for adolescent girls, large-scale process based constitution of Mahila Samoohs are also attempted. The selection criteria take into account the female literacy among the scheduled castes and scheduled tribal women.

Special efforts are taken to bring out-of-school girls to school, especially from disadvantaged section. Experiences across the State under DPEP suggested the need for a clear perspective on women’s issues. The SSA is committed to making these interventions possible as follows:
Organizing retention drives to put regular pressure on parents and the school system to ensure retention of girls. These are done at regular intervals to sustain the pressure and take up corrective measures whenever necessary.

In pockets identified for intensive activities, attendance of each child is monitored to prevent dropouts.

To enthuse further, publically felicitating the children with good attendance records at local level functions, instilling a sense of commitment and responsibility among the parents and guardians.

The other possible measures taken are as follows:

- Remedial classes for SC/ST girls.
- Creation of a congenial learning environment for girls in the classrooms where they are given the opportunity to learn.
- Remedial classes being organized by VEC/SMA members for girls who are not faring too well at school.
- Most interventions through teacher sensitization programmes are made. States like Karnataka and Gujarat take a lead in this process.

1.10.10 Interventions adopted by SSA

The important interventions adopted by SSA to achieve the goals are given.
(i) **Access and Enrolment**

- Regular enrolment drives conducted
- Conducting special camps and bridge courses for girls to mainstream them
- Setting up special models of alternative schools exclusively for girls
- Camps for adolescent girls
- Providing formal education in centers of religious instructions viz., Madarasas and Maktabs
- Intensive mobilization among the resistant groups
- Working in close collaboration with community in identified pockets.
- Using women's groups, VECs to follow up issues for girls' education.

(ii) **Retention**

- Monitoring attendance is made high
- Community involvement in mobilizing parents for regular attendance of their children
- Follow-up of dropouts among girls and to bring them back to school either through camps or bridge courses.
1.10.11 Interventions in Tribal Areas

The problems faced by children in the tribal areas are often different than that faced by children belonging to Scheduled castes. Hence, special attention may be needed for such regions.

- Text books in mother tongue for children at the beginning of primary education, where they do not understand regional language.
- Bridge language inventory for use of teachers
- Anganwadis and Balwadis of crèches in each school in tribal sectors so that the girls can avoid baby-sitting.
- Special training for non-tribal to work in tribal areas, including knowledge of tribal dialect.

1.10.12 Special Provisions in SSA

Some special provisions in SSA are:

- School and teacher grants
- 20 day-in-service training each year for all teachers
- Intervention for children with special needs
- Community-based monitoring, partnership with resource and research institutions and periodic feedback on interventions
- Ensuring that every child with special needs, irrespective of the king, category and degree of disability, is provided in an appropriate environment
• Adopting “zero rejection” policy so that no child is left out of the education system

• Educating through open learning system and open schools, on-formal and alternative schooling, distance education and learning, special schools wherever necessary, home-based education, itinerant teacher model, remedial teaching, part-time classes and vocational education and cooperative programmes.

• Realizing the crucial importance of rapid physical and mental growth during childhood, the following programmes exist:

  (i) Integrated Child Development Scheme (ICDS)
  (ii) Scheme of assistance to voluntary organizations for conducting ECE centers
  (iii) Balwadis and day care centers run by voluntary agencies with government assistance
  (iv) Pre-primary schools run by the State governments, Municipal Corporations and other governmental non-governmental agencies.
  (v) Maternal and Child health services through primary health centers and sub-centers and other agencies
  (vi) Full time community schools for small unnerved habitations

• Specific strategies for special groups like child labour, street children, Adolescent girls, girl belonging to certain backward communities, children of migrating families etc.,
• Innovations in the area of pedagogic practices, curriculum, programme management, textbooks and TLMs etc.,

• The linkages with CRC, BRC, and DIET are required for EGS and AIE centers.

• Urban Deprived children have a special focus in resolving their problems.

• Learning by doing, by observation, work experience, art, music, sports and value education shall be made fully integral to the learning process.

Keeping the above said dimension into account, the investigator involved in assessing the attitude of teachers towards universal retention, which is the foremost objective of SSA.

1.11 THE STATE OF TAMIL NADU - A PROFILE

The state of Tamil Nadu commands a significant place in the social economy and cultural history of South India. Located in the southeast region of the peninsula, Tamil Nadu boasts of rich natural resources and highly advanced industrial development. The state comprises of 30 districts with a total population of 62.11 millions according to Census of India, 2001 figures. The decadal growth rate between 1991-2001 is 11.19 percent, which is less than that of the previous decade i.e., 15.39 percent (1981-91), clearly indicating a decline in the growth of population. The sex ratio of the population has also increased from 974 during 1991 to 986 in 2001. The child
sex ration (0-6 years) has also been impressive at 939 girls per 1000 boys. The density of population however, has also increased considerably from 429 persons per sq. km during 1991 to 478 persons during 2001 indicating the extent of pressure on land over the years. Perhaps the best indicator of development of the state is depicted in its literacy rate, which is one of the highest in the country. The state has posted a literacy rate of 73.5 percent in 2001 with male and female rates being 82.3 percent and 64.6 percent respectively. Within the state, the most progressive districts in terms of higher literacy rate include the districts of Kanyakumari (88.1%), Thoothukudi (81.9%), The Nilgris (81.44%) and Chennai (80.1%), while the districts with lower literacy profile comprise of Dharmapuri (59.2%), Villuppuram (64.6%), Ariyalur (64.8%), Erode (65.7%) and Perambalur 965.8%). The highest female literacy rates are recorded in the districts of Kanyakumari (85.4%), Toothukudi (75.6%) and the Nilgris (73.4%) while at the other end of the continuum we have Dharmapuri, Ariyalur and Perambalur posting lowest female literacy rates of 49.1, 52.3 and 54.3 percent respectively.

Table 1.3 Educational Profiles - Tamil Nadu

<table>
<thead>
<tr>
<th>School Category</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>33909</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>8552</td>
</tr>
<tr>
<td>High Schools</td>
<td>4436</td>
</tr>
<tr>
<td>Higher Secondary Schools</td>
<td>4632</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51529</strong></td>
</tr>
</tbody>
</table>

Courtesy: DISE 2005
1.12 LITERACY LEVEL IN TAMIL NADU - INDIA

India is an Asian sub-continent, which has a population of 1,027 million with 531.27 million male and 495.73 million female populations. The 2001 census reveals that the literacy rate in the country is 65.38 per cent, out of which 75.96 per cent are male literates and 54.28 per cent are female literates.

This study concentrates on Tamilnadu where the research work was carried out. Tamilnadu, one among the 30 states in India is located in Southern India, bordered on the North by Andhra Pradesh state, on the North-West by Karnataka state, on the West by Kerala state and on the East and South by the Bay of Bengal and the Indian Ocean. It lies in the shape of a rhomboid between the Deccan Plateau and the sea, stretching from latitude $8^\circ$ N in the South-West of Kanyakumari, to the Pulicat Lake in the North-East at $11^\circ$ N. The Western Ghats in the West, the Bay of Bengal in the East and Gulf of Manner, which separates India from Srilanka, in the South, constitute the natural boundaries of the state on the three sides.

Tamilnadu covers over 1,30,000 sq.km representing about four per cent of India's geographical area. According to the 2001 census, Tamilnadu has a population of 62,110,839 people comprising 31,268,654 males and 30,842,185 females. The number of females per 1000 males is 968. The literacy per cent is 73.47 per cent. Among the total population the male literacy per cent is 82.33 while the female literacy rate is 64.55. Among the rural population 58.99 per cent are literate. 58.12 percent males and 41.88 per
cent females are literate among the rural population. Among the rural population 73.62 per cent are literate. 54.31 per cent of males and 45.69 per cent of females are literate among the urban population.

There are marked differences in the levels of literacy between the rural and urban areas. In 2001 the rural literacy rate in Tamilnadu was 58.99 per cent while the urban literacy rate was 73.62, which shows quite a tangible difference in the prevailing rates in these areas. The male literacy rate in rural areas was 58.12 per cent as against 54.31 in urban areas, while the family literacy rate was 41.88 in rural and 45.69 in urban areas. These rates clearly point out the poorer thrust made towards the spread of literacy among female members in the villages of Taminadu.

In the case of female literates in rural areas they are in the majority only in three districts, namely, Nilgris, Thoothukudi and Kanyakumari.

Perhaps this difference in the literacy level favoring the males may be attributed to, firstly, the generally lower level of literacy in Tamilnadu amongst parents and secondly, the cultural heritage which generally favors male rather than female education.

Further more, it will be noted that the Government itself has allocated only one-fifth of its total plan outlay for education and this again could be due to other more pressing commitments such as food production, the industrialization as well as the development of employment opportunities for the teeming millions of unemployed. The total expenditure in Tamilnadu in 1986 was Rupees. 2, 77,745 lakes out of which 60,779.06 lakes were allotted
for education. The Tamilnadu Government spent 21.88 per cent of its plan outlay on education, out of which, 48.79 per cent was allotted for the growth of primary education, 26.60 per cent for secondary education, 7.26 per cent for higher secondary education, 9.65 per cent of University education and 7.7 per cent for special and technical education.

Since the percentage of expenditure on primary education was the highest, the number of primary schools in Tamilnadu far exceeds institutions of Higher Education. In 1986 Taminadu had 205 Arts and Science Colleges with an enrolment of 2, 61,413 students. There were 71,994 boys and 1, 89,419 girls. It is interesting to note that there were more girls than boys.

1.13 DHARMAPURI - A PROFILE

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

The district comprises of 10 taluks that are further divided into 8 development blocks. According to 2001 Census figures, Dharmapuri had a population of 2.83 millions of whom 1.46 millions are males and the remaining 1.37 are females.
Agriculture is the main source of livelihood of the population of the district and located as it is in the arid zone of the state, the people of the district depend mainly on monsoons. Thus, during drought seasons, poorer farmers migrate to other places, mainly Bangalore, and engage in non-agricultural activity such as construction and the like. Industrially the district of Dharmapuri is overall remains backward with the exception of Hosur where several industrial and manufacturing establishments flourish. Nevertheless, the district has the credit of having one of the best transport systems in the state. This is also due to the fact that the national highway connecting Bangalore and other important centers pass through the district.
In terms of literacy rate, the district lags behind many districts of the state with a rate of 59.2 percent. As mentioned elsewhere, the district is one among those with lower literacy rates, which include Viluppuram (64.6%), Ariyalur (64.8%), Erode (65.7%) and Perambalur (65.8%). Similarly, the female literacy rate of the district also presents a low profile with 49.1 percent.

Information available for the years from 1996-97 to 1998-99, reveal that the Gross Enrolment Rate (GER) has dwindled from 89.47 to 86.35. Correspondingly the Net Enrolment Ratio (NER) has also dipped from 71.86 during 1996-97 to 69.67 in 1998-99 indicating the need for a more intensified programme administration in the district.

1.14 INDICATORS OF THE QUALITY EDUCATION

The prime objective of SSA is to focus on elementary education satisfactory quality with emphasis on education for life. Keeping these objectives in view, the main indicators of the quality of Elementary Education can be visualized in terms of input, process and output at the school level in particular, and at planning, implementation and monitoring. Supervision and evaluation level, in general. This relationship is depicted in the figure given below.
In order to attain desirable output in terms of the learner’s achievement, both in curricular and co-curricular areas (Performance in various subjects, development of habits, attitudes, value and core life skills necessary for becoming a good citizen, necessary inputs (Planning) and quality processes (implementation) need to be provided.

a. **Access**

The facilities available at the school and the related infrastructure play a major role in the Achievement of the objectives of the SSA. Consequently, the SSA lays a major emphasis in developing the required Access for the schools. These facilities include school building, availability and use of TLM and TLE materials, school maintenance grant library, heath and sanitary facilities as well as the staff. These include
a. Class room building  
b. School maintenance grant  
c. Infrastructure grant  
d. TLM grant  
e. TLE grant  
f. Drinking water facilities  
g. Toilets facilities  
h. Scholarship for Disabled children  
i. Health and sanitation programme  
j. Teaching Learning equipments.  
k. Newly appointed teachers  
l. In service training  
m. Library books  
n. Visits made by SSA staff  
o. Awareness campaigns  
p. Special coaching class  
q. Assistive devices for Disabled children  

b. Enrolment  

The success of a programme like SSA needs to be measured in terms of various parameters. The ultimate objective of the programme is to attract, Retain, and educate the children in a most effective manner. All other aspect of the programme such as development of the programme such as development of the infrastructure, training of teachers, providing grants, management structures, as well as providing impetus for community
participation revolve around this goal. This section ‘A’ describes some of the important indicators that have a bearing on the realization of the programme goals mentioned above. These indicators include enrolment, Retention, Dropout rates as well as learning Achievement of the students in the form of promotion rates. All efforts made under SSA are expected to result in increased enrolment levels.

c. Retention and Drop-outs

The phenomenon of dropping out of children from the school system has been a matter of serious concern among educational planners and administrators for a long time. Very many reasons are presented as causal actors for dropping out and range through aspects related to school environment, physical access to facility, social blocks related to gender and ethnicity, to name some.

The main objectives of SSA are:

100% Enrolment by 2003
100% Retention by 2008
100% Achievement by 2010

1.15 NEED FOR ASSESSMENT SURVEY

DPEP is essentially a goal-oriented project, chiefly designed to achieve the Universalisation of Primary Education objectives. Promotion of quality learning is one of the UPE objectives. The DPEP objectives therefore have stipulated that the initiatives and interventions in the project should
progressively and eventually result in an increase by 25% in the average levels of learning.

Hence, as necessitated by the project expectations and also in terms of the Agreement between Government of India and the Funding Agencies, the Baseline Assessment Survey (BAS) by way of benchmark data at the time of the launch of DPEP, a Mid-Term Assessment Survey (MAS) when the project was half-way through were conducted, and a Terminal Assessment Survey (TAS) has become necessary now, with the project almost drawing to a close.


Accordingly, the BAS was conducted in 1994 when DEPP was launched (in Phase I Districts) which led to certain findings including those on average learning levels.

With the project under implementation since 1994, a MAS was organized in 1997. The findings of MAS among others, helped in the assessment of rise in average learning levels from BAS to MAS.

With the DPEP in Phase I Districts almost drawing to a close shortly, the TAS has become necessary to secure, among others, assessment of overall rise in learning levels through the entire project period of seven years.

Brief accounts of BAS and MAS in Tamilnadu in Phase I Districts are given below.
1.15.1 Baseline Assessment Survey (1994)

As has been discussed earlier, the DPEP, by design, envisions launching of a survey/study to ascertain benchmark data on vital indicators so that the needed interventions and initiatives could be designed and mounted towards realizing the predetermined goals and objectives of the Programme. Accordingly, therefore, a Baseline Assessment Survey (BAS) was designed and conducted in the three project districts in the State – namely South Arcot, Thiruvannamalai and Dharmapuri. It may be noted here that the district South Arcot was later bifurcated into Cuddalore and Villupuram districts. The BAS, basically designed by the NCERT, New Delhi, for the New Concept Consultancy Services, New Delhi, organized articulation in the entire project State.

The BAS signified a large scale multipurpose survey, based however on sampling approach, for assessing principally learning outcomes of pupils at the end of two designated classes - namely, initial class and penultimate class. The design further provided for assessing learning outcomes in Language (Reading Comprehension and Verbal Ability) and Arithmetic of pupils particularly in class IV. As for the initial class, a short oral test was used to test competencies of children based on the minimum levels of learning philosophy on which were based the State syllabus and curricular prescriptions.

Additional data was collected on a wide range of variables including enrolment, attendance, drop-out and repetition rates, school facilities,
availability of educational materials in schools, teacher characteristics, teaching processes, school organization and pupils' home background. Also, with a view to gaining some insights into the phenomenon of drop-out, a small sample of drop-outs were also interviewed and tested as case studies.

In all, 120 schools were covered in all the three districts put together - 49 in South Arcot, 33 in TVM and 38 in DPI. The sampling design further provided for reallocation of the schools between 'rural and urban' areas, on the basis of the ratio of population in these areas. Thus a total of 14 schools were selected from urban areas, with the rest lying in rural areas.

The achievement tests were conducted on pre-determined sample sizes of children - 30 children for the tests in class IV and 20 children for tests in class I, and a maximum of five drop-outs from each school, preferably from class V or class IV for a special test.

Since, however, the tests were predicted on the curricular prescriptions in the initial class and the penultimate class, organizationally the test had to be conducted in the next higher classes respectively – namely, class II and class V.

In most schools, however, the maximum expected number of 30 children was not available in class V; and also there were difficulties in securing information on the whereabouts of drop-outs. Finally, the sample size for the three districts consisted of 120 schools, 2345 class V children, 132 drop-outs, 1856 class II children and 357 teachers including head teachers. This, however, was a considerable database.
The data collection was effected through deploying as many as twenty Field Investigators after intensive training for 10 days. The data collection process took over two months to be completed. Following field scrutiny and later office scrutiny in Chennai, the data was subjected to further verification and editing. Caudal accuracy, consistency and integrity were all ensured before the data processing was done and Report rose.

The following are the major findings, concerning learning levels of children.

i. **Achievement of class V children**

   The mean percentage scores across gender were 28.18 in Dharmapuri (DPI), 27.67 in Cuddalore (CDL), 28.83 in Thiruvannamalai (TVM) and 27.67 in Villupuram (VPM), in Mathematics and 38.47 in DPI, 36.50 in CDL, 33.73 in TVM and 36.50 in VPM in Language. The performance in Language on the whole seemed to be better while the average achievement levels broadly showed that the children performed well below the curricular requirements.

ii. **Achievement of class II children**

   The average percentage achievement scores in Mathematics ranged from the low of 30.67 in TVM to the high of 35.29 in DPI. The range in language was from 32.45 in TVM to 40.25 in CDL and VPM alike. In a way, the performance in language appeared to be reaching higher levels. The data analysis involving the large number of antecedent variables yielded many
useful revelations concerning the teacher profile, children's home background and so on.

It may be of contextual interest to the readers to know that at a later point this Report contains useful and informative comparisons of children's average performance level in BAS with those in subsequent Surveys – Mid-Term Assessment Survey (MAS) in 1997 and the present Terminal Assessment Survey (TAS) in 2001.

1.15.2 Mid-Term Assessment Survey (MAS) - 1997

In the seven-year DPEP project, a Mid-Term Assessment Survey (MAS) became obligatory sometime in 1997 with the DPEP having been launched in 1994. Accordingly, based on a central project design including instrumentation and approaches to the data processing and analysis, developed by the DPEP-CRG, NCERT, New Delhi, the DPEP Taminadu, undertook the responsibility of organizing the MAS and raising the Report.

The MAS operations began with a three-day national workshop at NCERT from June 5-7, 1997 chiefly to orient the State Resource Team including the Principal Investigator.

The MAS had set before it certain definite objectives and was organized in a sample mode and regulated by specific guidelines. It was conducted on a sample of 200 schools at the rate of 50 schools in each district. The total number of teachers sampled was 663, that of students 7471 in classes I and IV, that of drop-outs 331. Both Test and Non-test data were
collected, the former in Language and Mathematics and the latter through a set of four Information Schedules – School Record Schedule, Students’ Schedule (Present), Teacher Schedule and Student Schedule (Drop-outs).

The survey provided for analysis and study of the criterion variable – chiefly learner’s achievement measures in relation to certain antecedent variables like gender, area (rural/urban) and social categories.

Also, during the MAS, the BAS 1994 tests too were re-administered in ‘five’ schools in each district. These five schools were otherwise part of the sample of 50 schools in each district. The re-administration of BAS 1994 Tests was chiefly designed to facilitate comparative assessment of the pupil performance levels in BAS 1994 and MAS 1997 vis-à-vis the District Primary Education Programme goal of (i) increasing the achievement level by a minimum of 25% over measured BAS levels, and (ii) reducing the achievement differences to less than five percent among gender, area and category distinctions.

The training needs of the survey personnel were met through programmes organized in a cascade model. Due care was taken to ensure data accuracy and reliability by providing for supervision during data collection, and batching and scrutiny at the post-collection stage. Caudal accuracy, inter-investigator consistency and their integrity were verified and ensured. Data analysis was done employing descriptive and inferential statistics. Differences in learning scores between different groups were assessed through ‘t’ tests. The data analysis ‘Framework’ as suggested by the DPEP – CRG in the
NCERT, New Delhi envisaged generation of a total of 98 Tables. The Report was woven around them.

1.16 RATIONALE FOR THE STUDY

Proper Evaluation is very essential for the success of any project. SSA is the major project of the nation. As the project is a major one, there is an urgent need to evaluate whether these financial commitment are achieving the national goal or not. While making evaluation, both merits and demerits will be known. This will be helpful to strengthen the project. Periodical evaluation is conducted by the officials for the same goals to find out the original output. Sometime, it seems to be partial and unsystematic. So the investigator felt that a real study is essential without any biasness. The investigator had started her carrier as a primary school teacher, presently working in DIET as a Senior Lecturer and taking part as State Level Resource person to implement the in-service programs in the field level. This has motivated the investigator to do the Research in this area. The investigator felt that it would be a real contribution in the field of Education, if the real strength and weaknesses of the SSA were identifying and highlighting. Hence the investigator selected this area and coined the problem as, "AN IMPACT OF SARVA SHIKSHA ABHIYAN ON ACCESS, ENROLMENT, RETENTION, DROPOUT AND ACHIEVEMENT IN ELEMENTARY EDUCATION AT DHARMAPURI DISTRICT".
1.17 OPERATIONAL DEFINITION OF THE KEY TERMS

The selected topic of the research is “AN IMPACT OF ‘SARVA SHIKSHA ABHIYAN ON ACCESS, ENROLMENT, RETENTION, DROPOUT AND ACHIEVEMENT IN ELEMENTARY EDUCATION IN DHARMAPURI DISTRICT’. The operational definitions of the Key terms are given below.

The important terms in the statement of the problem are Impact, Sarva Shiksha Abhiyan, Access, Enrolment, Retention, Dropout, Achievement, Elementary Education and Dharmapuri District.

i. Impact

According to the oxford Dictionary the term ‘Impact’ refers to an act of one object hitting one another. Here, in the Research study, Impact refers to the meaning of the influence of various layouts both physical and monitory benefits of SSA on the change in the field of education from 2001 to 2005.

ii. Sarva Shiksha Abhiyan

The Sarva Shiksha Abhiyan (SSA) is a holistic and convergent programme targeting both primary and upper primary stages education within a clear time frame. It aims at providing access to schooling to all children in the age group of 6-14 years and ensuring their completion of five years of primary schooling and eight years of elementary education of satisfactory quality respectively by 2007 and 2010. The research study aimed to measure the impact of SSA in Access, Enrolment, Dropout, Retention, and
Achievement among the student of standard VIII during the years from 2001 to 2005.

iii. **Access**

Access refers to the instructional and infrastructural facilities provided in SSA. Which are available in the school for teaching learning process of students I to VIII during 2001 to 2005.

iv. **Enrolment**

*Enrolment* refers to the school age children (6 -14 years) who have Enrolled by the influence of SSA from standard I to VIII during 2001 to 2005.

v. **Retention**

*Retention* refers to the students who are enrolled in standard first and continuing their studies without dropping out from the system during the years 2001 to 2005.

vi. **Drop-outs**

A *Dropout* in this study is defined as a child who prematurely withdraws for one are other reasons before the completion of Elementary School Stage. Elementary School in the study means schools have in Standards VI, VII & VIII.
vii. Achievement

Achievement refers to how the students learn their academic such as language, Mathematics, Science, and Social Science are found through the test paper achievement.

viii. Elementary Education

Elementary Education refers to educate the students from Standard I to VIII.

ix. Dharmapuri District

Dharmapuri District is one among the 30 Districts of Tamilnadu which is one among the states of India. Dharmapuri District consist 207 schools and 20527 Students studying standard VIII during 2001 to 2005.
1.18 CHAPTERISATION

The thesis contains five chapters as follows:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter I</td>
<td>Conceptual Frame Work of the thesis deals with various definitions and meanings of Education, important of the Education, Various Educational Schemes Like DPEP, SSA, and Rationale for the study and chapterization.</td>
</tr>
<tr>
<td>Chapter II</td>
<td>Review of related literature concentrates the studies related various Educational Schemes and related areas of School Access Enrolment, Retention, Dropout and Achievement in Primary and Upper Primary Education done in India and abroad.</td>
</tr>
<tr>
<td>Chapter III</td>
<td>Methodology provides the information regarding the Design of the Study, Selection and Size of the Sample, Sampling Technique, Tools used, Data Collection, Statistical Technique used for the Data Analysis, Rationale for the study and Limitations of the study</td>
</tr>
<tr>
<td>Chapter IV</td>
<td>Data Analysis Deals with the results of the data analysis with respect to the variables such as Access, Enrolment, Retention, Dropout and Achievement of the students.</td>
</tr>
<tr>
<td>Chapter V</td>
<td>Summary and Findings deals with the Findings, Discussions and Conclusion of the study, Recommendation for the further study based on the present study in detail.</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Bibliography Provides list of Books, Dissertations, Government Reports, which helped the researcher in the process of the study.</td>
</tr>
</tbody>
</table>

The ensuring chapter deals with the Review of Related Literature.