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Education is the systematic training of the young children in schools; it is the inherent right of children early in their lives. Education is all forms of human learning; more specifically it is the process performed in specialized institutions called schools. It has often been thought, that people from different national, social, ethnic, religious and linguistic background can be encouraged to adopt a common outlook on life through a common schooling experience. Education in general is expected to make people understand the values of life so that they can promote equality and social justice in a democracy.

Education means both the acquisition of skills, habits and attitudes which help a person to lead a full and worthwhile life in this world\(^1\). The work of education is to make the child become aware of its inner powers. Education is the basic condition for the development of the whole man and vital instrument for accelerating the well being and prosperity of all in every direction. Mahatma Gandhi says, "Education draws out the best in the child and man, body, mind and spirit\(^2\). Individual education helps in the building of the personality through his physical, intellectual and moral development. Education instills in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society of which he is an integral part. Education is a powerful and pervasive agent of change. It is the key that unlocks the door to development and modernization.

After the Great Revolt of 1857, the British government gave due attention to Indian education for three decades. By the year 1882, nearly 29,000 primary
schools were opened for educating twenty one lakhs of children. Three Educationalists Viz. William Adams, Captain Wingate and T.C. Hope urged the British government to declare primary education as compulsory. It gave encouragement to Indians to press their demand for making primary education compulsory. In 1906 a rule was framed to introduce compulsory primary education. It covered all the boys in the age group of 7 to 12 years and all the girls in the age group of 7 to 10 years.

The Government of India's Resolution on Indian Education policy issued on 21st February 1913 stressed the need for expanding primary education. Lower primary and upper primary schools should have to be opened by the Local Boards. It was felt that only by expanding the primary education, illiteracy could be removed. By 1917 primary education in important provinces of India was dominated by local boards and district boards.

The objective of compulsory primary education was to eradicate illiteracy. Primary education showed good progress from 1937 to 1947 A.D. After independence, Basic education was accepted as the pattern of educational system at the elementary level.

This study, therefore will analyze the content and coverage of educational development programmes in India. The importance of education for human resource development has been stated even in the documents of the first five year (1951 - 56) plan period. The document has pointed out the importance of education in terms of creation of quality manpower. Therefore it becomes necessary to consider the moves initiated in the Five Year Plans of the Government of India towards educational development in India.
Objective of Educational Planning

Planning emphasizes equality of opportunity which requires universalisation of elementary education, provision of remedial teaching and incentives like midday meals for school children, free stationery and clothing and scholarship for those from the weaker sections of society. The demand for increased productivity calls for (1) teaching skills is an essential part of the curriculum (2) introduction of science, mathematics and technological studies in the curriculum and (3) emphasis on including an innovative spirit and the habit of cooperation and teamwork among students. The objective of full employment necessitates the introduction of socially useful productive work and vocationalisation at appropriate stages of education.

Attention to the improvement of educational system is essential to the attainment of the general objectives of the plans of the Government of India. It is education that ultimately determines the quality of manpower and the social climate of the community. The success of planning in a democracy depends also on the growth of the spirit of cooperation and the sense of disciplined citizenship and the degree to which it becomes possible to evoke public enthusiasm and build up local leadership. For these to become practical and successful, educational programmes must be implemented with care, for they help to train people to place responsibilities before rights, keep the self-regulating outlook and keep the acquisitive instinct of people within legitimate bounds.

Importance of Primary Education

If education is a cornerstone of economic and social development primary education is its foundation. Education improves the productive capacity of people and their political, economic and scientific institutions. It also helps to reduce
poverty and improve the lives of the population; helps and increases the value and efficiency of labour. As economies worldwide are transformed by technological advances and new methods of production they depend on a well trained and intellectually flexible labour force and the role of education becomes even more significant.

India's average educational attainment has not yet reached the critical threshold where benefits are of the order to sustain high economic growth rates; and reaching that threshold will take sometime. Primary education has two main purposes. To produce a literate and numerate population that can deal with problems encountered at home and at work and serve as a foundation on which further education is built.

The Five Year Plans of the Government of India

The growing realization that higher education needed regulation led to the establishment of the University Grants Commission (UGC) in 1956. The rationale behind the establishment of the UGC is to promote and coordinate university education, determination and maintenance of teaching and evaluation and promotion of research. In the first two Five Year Plans, primary and basic education was understood to mean the national scheme for education. Efforts were made for the expansion of primary and basic education, training of teachers and providing aid.

The third plan started streamlining secondary education. Arrangements were made for the expansion of education to the children of 6 to 14 years of age. Towards that plan end the government of India has established Central Board of Secondary Education in 1962. Further during the third plan period was established the National Council of Educational Research and Training. It is an
autonomous body established with a view to improve the quality of school education and teacher education.

The Kothari commission was appointed in 1966 to evolve a national policy on education and on the basis of resolution of education policy, the recommendations of the Kothari Commission were accepted in 1968 as national policy. This policy aimed at liquidating illiteracy, providing vocational education and linking education to national requirements. Accordingly secondary education came to be divided into the academic stream, under which general level education is imparted and the vocational stream, under which technical training related to agriculture, industry and crafts are provided.

The Kothari commission recommended to increasing the financial allocation to education to 6% from 2.7%, the adoption of three language formula and the 10+2+3 system. After due deliberation of the national policy of education the commission's recommendations were implemented. There was a considerable progress despite financial constraints. In 1972 the National Institute of Educational Planning and Administration came into being. Since, its establishment the institute has been organizing a number of orientation courses for the benefit of senior educational administrators and there is a need to have an idea of the content and meaning of educational planning to the planners of education of various state governments and universities in India.

Educational technology programme was initiated in the year 1972 with a view to speed up development of the resources of education and technology in the country to bring about qualitative improvement in education, widening access to education and reducing disparities in development of education in different regions of the country as well as different sections of the population in
all the states. In the Fourth Plan provision was made for universal primary education for eradicating wastages and stagnation through proper work orientation.

In order to ease the educational administration, an attempt was made to decentralise the administrative procedures in India. It must be noticed, education was exclusively the responsibility of the states till 1976 and through a constitutional amendment in 1976 it became the joint responsibility of the government at the centre and of the states. In fifth five year plan period, the educational development programme was reoriented as the Minimum Needs Programme with the objective of provision of elementary education for children in the age group 6-14 years and also promotion of adult education in the rural areas.

106 lakh children were enrolled at the elementary stage in the age group of 6-11, admission had risen to 85% and in the age group of 11-14 to 69%. In order to fulfil the aim of universal education, every school was required to make an assessment of all children in the 6 – 7 age group in its catchment area and to encourage greater admission.

The Government of India instituted non-formal educational programme in 1979-80 for the children between 6 and 14 years of age who remain outside the formal system, because they are unable to attend formal schools. Such children are dropouts of the formal schools, working children who assist in the performance of domestic activities like fetching fuel, fodder and water, attending to siblings and grazing cattle. The National population project launched in April 1980 sought to institutionalise population education along with the school education system.
The sixth plan regarded education as social service rather than an input of the development process. The sixth plan further made practical work compulsory in science class rooms at the secondary school level. Vocationalization of higher secondary education and restructuring of undergraduate course with vocational bias was done in that plan.

The Indira Gandhi National Open University was established by an act of parliament in September 1985. It led to the introduction and promotion of the Open University and distance education structure in the educational pattern of the country and coordination and determination of standards in such system. The major objectives of the university included widening access to higher education to a large segment of the population, organizing programmes of continuing education and initiating special programmes of higher education for specific target groups like women, people living in backward regions and hilly areas etc.

The promotion of quality and excellence in educational activities was the main thrust in the seventh plan. The New Educational policy introduced in 1986 assigned education a pivotal role in the socio-economic development through the development of Human Resources. A large number of schemes were introduced in the seventh plan period. During this plan period, emphasis was given to universalisation of elementary education for the children in the age group of 6-14 years. Instead of mere enrolment, importance was given to retention of children in schools and attainment of basic elements of learning. Formal and non-formal methods were adopted. Focus was given to needs of girls and children belonging to economically and socially weaker sections. The centrally sponsored vocationalization of secondary education was initiated in 1988 with a view to diversify educational opportunities and to enhance the individual's
capability. The aim was reduction of mismatch between the demand and supply of skilled manpower and providing alternatives for those pursuing higher education.

The operation Black Board scheme launched in 1987-88 aimed at providing essential facilities in all primary schools in the country in a phased manner in the form of provision of additional teachers and learning equipment. Also launched in 1988 was the National Literacy Mission to promote adult education in the country. The goal of the mission was functional literacy for 100 million persons in the age group of 15-35 in a specific time frame.

The National open school was established in 1989 as an autonomous registered society under the Ministry of Human Resources Development. Its function was to examine students registered with it for courses upto the pre degree level. The object was the provision of opportunities for continuing education, learning through its foundation, secondary and senior secondary level courses. To improve the quality of science education and promote scientific temper among students, a centrally sponsored scheme for "Improvement of science education in schools", was initiated during 1987-88 in the seventh plan. Under this scheme, provision of financial assistance was made to states, union territories and NGOs to conduct experiments and innovative programmes in science education in schools.

Committed to bring about basic changes in the status of women through education the Government of India believes that their participation in educational process is a critical precondition for empowering them. Major schemes for empowerment of women under Mahila samakhya were started in 1989; the Mahila Samakhya recognised the importance of education in
empowering women to achieve equality. In 1987-88 a centrally sponsored scheme to restructure and reorient teacher education was initiated to create viable institutional infrastructure, academic and technical resource base for orientation, training and continuous upgradation of knowledge and pedagogical skill of school teachers, adult and non-formal functionaries and teacher educators in the country.

In order to promote environmental awareness among the students a centrally sponsored scheme was initiated in 1988-89, to provide environmental orientation to school education. This scheme envisages assistance to NGOs for conducting of experimental and innovative programmes aimed at promoting interactive educational programmes in schools in accordance with local environmental conditions.

The National Policy Resolution on Education recommends the placement of disabled children in regular schools. The scheme of integrated education of disabled children was started by the Ministry of Social Welfare as a centrally sponsored scheme. The handicapped children were sought to be integrated in the normal school system with a view to promoting their psychological acceptance. This scheme is now being implemented by the Ministry of Education. A large number of educational development schemes came to be pursued in the seventh plan period.

The National policy on education (1986) updated in 1992 attends to specific needs of those who have been denied equality of opportunity particularly members of the scheduled castes, scheduled tribes and educationally backward minorities. The measures taken for educational development of the SCs and STs are relaxation in the age of starting primary school and abolition of tuition fees.
Special care was taken to children belonging to rural areas, hill and desert districts, remote and inaccessible areas and islands by giving incentives. New educational development programmes were initiated in the eighth plan. The District Primary Education Programme was launched in 1994 with the objective of achieving universalization of primary education in India. It seeks to operationalize the strategy of universalization of primary education through specific planning with emphasis on decentralised management, the process of participation, empowerment and capacity building at all levels.

The National Council for Teacher Education was established by the Government of India in 1995 as a national level body with the objectives of achieving planned and coordinated development of the teacher education system, regulation and maintenance of proper norms and standards of teacher education and matters connected therewith. The National Council of Rural Institutes was set up on 19th October 1995 as an autonomous body fully funded by the central government to promote higher education in rural areas to consolidate network and develop educational institutions and NGOs in accordance with Gandhian philosophy of education and promote research as a tool for social and rural development. The centrally sponsored scheme of vocationalization of secondary education was implemented in 1998.

Problems of Primary Education in India

One of the basic inputs for rural development is literacy. Hence, it is necessary to look into the steps to be taken to achieve the goal of universalization of primary education. It has been observed that despite all initiatives taken to bring about universalization of primary education, backlog in enrolment still continues and the drop out rate also is still high.
Studies on schooling has identified and discussed three obstacles against universal elementary education.

i) Parental motivation:

Inadequate parental motivation is generally high, particularly with regard to male children, but requiring in the case of female children.

ii) Quality of schooling:

The quality of schooling in rural India is poor.

iii) The direct cost of schooling:

The direct cost of schooling imposes a substantial burden on families especially if there happens to be more than one school-going child.

**Increasing Private Cost of Primary Education**

According to the constitution of India and the official policies, elementary education is to be provided to everyone free of cost. But in reality parents incur huge expenditure to give it to their children. The total cost for a parent to enrol a child in school is the sum of direct money costs and opportunity costs.

Direct costs include tuition and other fees required; parents association fees, examination and sports fees, special fund raising levies as well as expenditures on uniforms, textbooks, other learning materials (pencils, exercise books), transportation, meals at school and in some cases lodging. Opportunity costs are the implicit costs of the time children devote to schooling, including the time they spend in the classroom, travelling to school, and doing school work at home. If a child moves away from home to attend school, the household loses the use of all of his or her time.
Policy issues on education in many developing countries concern the cost of schooling. The levels at which tuition and other required fees are set is a matter of constant debate; some countries keep public school fees at virtually all levels high enough to reimburse the government for much of the cost it bears to provide education services.

Policy makers face two opposing pressures while deciding on the quantum of school fees. On the one hand, increases in school fees tend to reduce enrolment and eventual school attainment, especially among poor. On the other budgetary resources in most developing countries are scarce, which pressure governments to raise money to fund public schools.

Experts recommend raising public school fees using the funds to improve the quality of schooling provided, since there is evidence that many households, even poor ones, are willing to pay for quality education services. One possibility often referred to is targeting or price discrimination; it is to raise fees at all levels of education but to reduce fees for poor households in order to encourage them to send their children to school. Another suggestion is to set fees at fairly high levels while providing loans to some or all students to ensure that credit constraints, which are presumably more common among the poor, do not prevent parents from sending their children to school.

It has been found that expenditure is much higher on education in urban areas than in the rural areas; but expenditure on elementary education provided by private schools in urban and rural areas is generally high. There is not much difference in expenditure incurred by households on the education of boys and girls. Except in Kerala, Madhyapradesh, Tamil Nadu and Delhi, expenditure on
education of girls is less in all the states than that on education of boys and the difference is very large Punjab and Haryana.

It has also been found that households spend a higher proportion of their income on elementary education. Further, it has been found that lower income groups spend higher proportion of their income on elementary education than to households. The proportion of income being spent on education systematically increases in rural as well as urban areas.

There are 50 million children at the primary level in rural areas and 18 million in urban areas. More importantly, the level of expenditure increases, by rise in increase in the economic class of the students / households. i.e., richer households spend consistently more than poorer households.

**Primary Education : Challenges**

India has achieved high rates of grass root enrolment but attendance is low and drop out rates are high. Hence fewer children complete the primary education than those enrolling in primary schools. If all children are to have primary education of good quality, governments national, state and local, must provide accessible schools, increase student flows and provide resources needed to provide quality education to the most difficult – to – reach children and education has also to be provided through non formal or alternative education programmes.

Finding money for this will not be easy, because primary education is particularly vulnerable especially at the state level. Of all the services state governments provide, education invariably consumes the largest part of the budget allocation; and primary education in its turn requires the largest part of the educational budget, as it should, because as well as producing benefits
directly, it also increases the effectiveness of investments in other services as health and nutrition.

The main challenge facing the central, state, and district education authorities is to improve the supply, quality, and holding power of education in rural primary schools. Cost effective strategies must be found for increasing the percentage of children between age 6 and 10 completing primary school education, improving their general level of learning, reducing gaps associated with gender, poverty, and tribal or caste affiliation.

Education is a basic human right and it is necessary for sustainable social and economic development. Investment in education is indispensable for human development and proper growth. India is one of the largest democracies with over one billion people accounting for 16 per cent of the global population and 2.4 per cent of the area in the world. A large number of the Indian population resides in rural areas and their children go to government schools. The 1968 Education Policy envisaged a common system that would be open to all children irrespective of social, economic and other differences. If adequate standards are maintained average family parents would not feel the need to send their children to expensive schools outside the system. However, Indian education system faces serious challenges especially at the elementary level. These include access to schools with infrastructure of comparable quality, improving retention, efficiency and effectiveness of the schools.

In order to promote elementary education in India, the Government of India is implementing a number of schemes from time to time. As per the 86th constitutional amendment, free and compulsory primary education is to be given to all children in the age group 6-14 years. To achieve the objective of the
constitutional amendment, the Sarva Shiksha Abhiyan, a national programme has been implemented to achieve universalization of elementary education. The government of India has also approved District Elementary Education Plans. More emphasis is now being laid on bringing in sections of community which are the most underprivileged. In July 2003 the Government of India approved an amendment to the existing scheme of Sarva Shiksha Abhiyan to provide additional support to the education of underprivileged girls at the elementary level. Further the Government of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya to set up upto 750 residential schools providing lodging facilities at the elementary level predominantly for girls belonging to the scheduled castes, scheduled tribes and other backward communities. The most outstanding feature of educational development since the nineties is the expansion of primary education under the policy of universal primary education, access, retention, attainment of minimum standard of learning, adequate infrastructure and teacher training. Selected districts became units of planning and management of primary education. 271 districts in 18 states have now launched district specific plans under the centrally sponsored Sarva Shiksha Abhiyan; and also some largely externally assisted District Primary Education Programme.

Fresh initiatives for the transformation of the education have given a new impetus with the assumption of office in May 2004 by the United Progressive Alliance Government. The new government has expressed its firm resolve and commitment to the Indian ethos of truly inclusive development keeping in line with the secular, democratic fabric enshrined in Indian constitution. The national common minimum programme includes new initiatives to educational development. It stresses improvement in the quality of education and its
content; decentralization of the process of educational change with the participation of people at the grass root level through the Panchayat Raj institution. According to the Common Minimum Programme public spending on education has been planned to be raised to at least 6 per cent of GDP with at least half of this amount to be spent on education at the primary and secondary sectors.

**Sarva Shiksha Abhiyan**

The Government of India's Sarva Shiksha Abhiyan is a campaign to Universalize Elementary Education (UEE) in a time bound manner, as mandated by 86th amendment to the Constitution of India; that amendment makes education free and compulsory, makes it a fundamental right to children in the age group of 6-14 years. Sarva Shiksha Abhiyan will address the needs of 192 million children in 1.1 million habitations and it is being implemented by the Central Government in partnership with State Governments to cover the entire country. In Tamil Nadu, Sarava Shiksha Abhiyan has been introduced in 2002 as per G.O.Ms.No.53 School Education Department, dated 26.04.2022. This campaign seeks to open new schools in habitations which do not have schooling facilities and also strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking water, grands for maintenance and improvement of schools.

Existing schools with inadequate teacher strength will be provided with additional teachers, while the capacity of existing teachers will be improved by extensive training. Grants will be made for developing teaching-learning material and strengthening of the academic support structure at the block and district level. Sarva Shiksha Abhiyan seeks to provide quality elementary education
including life skills. There is a special focus on education of girls and children requiring special needs under Sarva Shiksha Abhiyan. Sarva Shiksha Abhiyan also seeks to provide computer education to bridge the digital divide.

Since Sarva Shiksha Abhiyan has the clear aim of universalization of elementary education, it is mandatory to track the progress of each and every child in the age group 6-14 years of age. As per G.O. (Ms.) No.53, dated 26.04.2002, a four tier system was established with State Level Committee, District Level Committee, Block Level Committee and Village Level Committee to monitor the functions of Sarva Shiksha Abhiyan in Tamil Nadu.

The state core committee consists of Director of School Education, Director of Elementary Education, Director of Teacher Education Research and Training, Joint Director and Finance and Accounts Officer of SSA, consultants of Finance and Statistics, Representative from Chennai Corporation, Adi Dravida and Tribal Welfare Department, Social Welfare Department, Physically Handicapped and Rehabilitation Department, Rural Development Department, Backward Class Department and Chief Engineer of the Directorate of Technical Education. This core committee takes care of planning for urban areas.

The district level planning team functions under the chairmanship of the District collector. The team comprises District programme coordinator, Chief Educational Officer, DEO (Secondary), DEEO, Assistant Programme Officer, Statistical Officer, Principal DIET, Representatives from Health, Public and Social Welfare Departments and DRDA.

The Block - level planning team consists of Panchayat Union Chairman, Block Resource Centre Supervisor, Block Development Officer (BDO), Block
Resource Teacher Educators (BRTEs), Assistant Elementary Educational Officers, two BRTEs and two Headmasters (One retired).

The village level / habitation level committee consists of the School Headmaster (where the School is located), President or Ward Member of the village Panchayat, Teachers, Parents and Women Self – Help Group Members.

There are 43,656 Village Education Committees functioning in schools of all the Districts in Tamil Nadu. VECs function in Primary and Middle Schools and PTAs are of place in High and Higher Secondary Schools. In urban areas, WECs are functioning. The Panchayat President is the chairperson in rural areas and Ward Members / Councilors hold the position in Municipal and Corporation limits.

VECs are represented by a wide spectrum of the community with 20 members. The members include PTA president, Self – Help Group members, Parents, Ward Member / Elected Representatives, NGOs, VAO, Health Worker, Woman Ward Member, SC Ward Member, Parents of disabled children and youth club members.

Block Resource centers have been established in all 385 rural blocks and in 16 urban municipal / corporation areas. The number of resource persons working in the BRCs is 1896 against the sanctioned strength of 1912.

Cluster Resource Centres have been established at the rate of one CRC per 10 to 15 schools. About 4088 CRCs are functioning with 4088 Resource persons.

The Programme implementation is carried out through the Project Management structures viz. Village Education Committee / Parent Teacher Associations, Cluster Resource Centres, Block Resource centres, District Project.
Offices and State Project Office integrating Education Department structure at the field level.

Preparation of Village Education Registers on the basis of household survey, regular monitoring through Retention Registers and Pupil Progress Cards have been developed in the preparatory phase itself. This calls for focus on capacity building among the Panchayati Raj Institutions, members of Village Education Committees, School Management Committees, Parents' Teacher Associations, etc.

Sarva Shiksha Abhiyan highlights transparency in programme implementation and all efforts have been made to ensure expenditure on elementary education is a public domain subject. The School Display Board has to show all investments being made in the school. Teacher Attendance should be publicly displayed. For improving the quality, school-level data regarding Enrolment, Attendance, Retention, Drop out, etc., have to be displayed. Besides these, mandatory maintenance of Village Education Registers, Retention Registers, and Pupil Progress Cards, any information sent to Cluster/ Block/ District _ level, have also to be displayed on the School Display Board for public scrutiny.

**Statement of the problem**

This study is about Sarva Shiksha Abhiyan, the provision of compulsory primary education for all the children in the eligible age group of 6-14 years made mandatory by the Government of India. The major goal of Sarva Shiksha Abhiyan is universalization of primary education. The concept of elementary education is five years of lower primary schooling from I standard to V standard, three years of Upper Primary schooling from VI standard to VIII. Lower primary
education and Upper Primary education are collectively called elementary education.

Universal primary education assumes that all children irrespective of caste, creed or location would complete primary education of comparable quality within a stipulated time frame and therefore all children must have equal opportunities to participate and succeed in getting quality elementary education. It is assumed that while moving towards the attainment of these objectives, special care will be taken to ensure that existing disparities do not get accentuate. Hence more focused attention would be required to provide access and facilitate retention of girls and children belonging to the category of, the deprived and first generation learners. Generally separate goals have been specified for the deprived groups to which they belong and the first generation learners' belonging to that category. They include girls, ethnic minorities, working children, children living under difficult circumstances, children with special needs and children whose continued participation in education is at risk.

The present study will examine various dimensions of inter district disparities in the performance of Sarva Shiksha Abhiyan, their measure and implications for policy and programme interventions. This study proposes to analyze the performance of Sarva Shiksha Abhiyan, the Education For All campaign. The assessment is about the performance of Sarva Shiksha Abhiyan during the period from 2003-04 to 2007-08. The performance indicators of elementary school infrastructure facilities, elementary school access facilities, elementary school teacher facilities and elementary education outcome will be analyzed on the basis of the growth rate model.
Review of Literature on Education

A Review of Literature on education is a must before further measures are taken to go ahead with the present inquiry. Many scholars have contributed vital information on various aspects of education at all levels and countries all over the world. A review of a few such studies deserves scrutiny before setting out on the present research project.

Studies on Education

Naik (1966)\textsuperscript{11} suggested in 1975-76 to provide midday meals to each child attending school. He also recommended provision of textbooks, reading and writing materials free of cost to all students. Provision of free clothing to poor students and programmes of school health services were also recommended by him. He also recommended initiating a three month training programme for teachers in every five years of their service to bring about improvement in the quality of primary education.

Factors leading to educational wastage at the primary school level were identified by Rawat and Goyal (1974)\textsuperscript{12}. Of them are non-availability of reading and writing material, high teacher-pupil ratio, defective school curricula, ineffective inspection and supervision, lack of instructional materials, incompetence of teachers, inadequate and inappropriate co-curricular activities at school level and parental indifference towards education of their children.

Factors that negatively affected the progress of universalization of elementary education were identified by Naik (1976)\textsuperscript{13}. Shortage of resources, imbalance between resources for primary and secondary education, single point entry, sequential promotion system and absence of full-time instructors and full-time professional teachers are some of them.
Kundu and Chakravarty (1977) found that the majority of school dropouts were engaged either in domestic work or in income-generating activities; and their parents had low literacy abilities. Mohanty (1981a) reported in December 1976, 25 per cent of the children in the age-group 6 to 14 residing in Sambalpur Municipality area did not attend schools.

A survey of the Gujarat Research Society (1983) found that the drop-out rate among students of Greater Bombay was the highest at Class I regardless of the sex of the pupils. The study recommended reduction of school hours to three and a half or four hours a day so that the children could earn to supplement the income of their families. Sharma (1983) studied the effect of non-detention on scholastic achievement and found that during the period of non-detention, there was deterioration in quality and standard of education provided.

The question of how and why some countries are able to reach high enrolment levels early in their development and what lessons can be learned from their experiences was addressed in 1998. Ten countries, from all major regions, were chosen based on a set of criteria which included indicators of educational outputs and outcomes, including enrolment rates, completion rates, transition to secondary, adult literacy and gender equity. The countries were designated high-achievers based on their improvement on international indicators relative to countries in the same geographic region and the income level of the population. The countries included in the study of S.Mehrotra are Sri Lanka, (Kerala state in) India, Korea, Malaysia, Botswana, Mauritius, Zimbabwe, Barbados, Costa Rica, and Cuba. Data for each country was obtained from secondary sources, including multilateral agencies and the respective ministries of education.
Ramachandran, V. K., Swaminathan, M., and Rawal, V. (2003) tried to identify constraints to the expansion of literacy and schooling in rural West Bengal through descriptive analysis and a binomial probit model. The descriptive data study was based primarily on census data from a variety of volumes. The probit analysis used data from the study of six villages in West Bengal in 1989-1990 and five additional villages that were surveyed in 1994 and 1995 as part of the same study.

Sifuna, Daniel N. (2007) examined the interventions to the Provision of Universal Primary Education (UPE) in Kenya and Tanzania. He observed that the interventions made significant differences in the lives of many committees by increasing access to education of children who would have been denied schooling, examining quality indicators such as attendance and completion rates and the examination scores tended to stagnate at best or decline. Efforts to ensure and maintain quality in primary education in the two countries are reported to face serious challenges, like inadequate funding that would ensure provision of essential teaching and learning materials and appropriate infrastructure as well as a sufficient number of competent teachers.

Heneveld, Ward (2007) developed a methodology that local educators can use to conduct structured analytic study of the quality of primary education. The methodology has been developed by four twenty-person teams of local educators who carried out studies in rural regions of Madagascar, Mozambique, Tanzania and Uganda. Tilak, Jandhyala B. G. (2007) holds the view that secondary and higher education is not necessary for economic growth and development. On the other hand, it is literacy and primary education that is argued to be important. Estimates on internal rate of return also contributed to support such a presumption. Accordingly, secondary and higher education do not
figure on the poverty reduction agenda of many poor countries and of the international aid organisations.

Engel, Laura C. and Rutkowski, David J. (2008) explored the relationship between globalization and education, making a study of educational policy development in the specific context of the Asia Pacific region. Their primary focus is on data collected from the World Bank, OECD, IMF and UNESCO to look primarily at three interrelated trends in education increasing enrolment at all educational levels, gender equality and changes in public expenditure. They argue that developments in education are increasingly influenced by a particular conception of globalization, which is illustrated in the overarching pressure of efficiency on educational aims. Although both the aims of education efficiency and equality are present in recent policy developments in the Asia Pacific region, the importance attached to capabilities of education to advance human capital development has brought about a fundamental tension between two purposes of education: one relating to efficiency and one underlying the potential of education to advance goals of access and equality.

Crossley, Michael (2008) critically examined the impact of global development agendas upon the nature and direction of educational development in small states and presented a critique of the international transfer of western policy trajectories and related research modalities. He stresses the strategic importance of small states, and explores possible ways of advancing future support and advancement of educational research in such contexts. Roxa, Torgny and Martensson and Katarina observed that conditions for teaching and learning in higher education are changing and, thereby, demand development of new teaching practices and the student learning experience. They explored issues and processes in relation to strategic change in higher
education institutions. Their focus is on educational developers and their ability to contribute to the development of teaching and learning.

Akhtar, Shazia (2008) set out to find how education for citizenship could be implemented and practised in Scottish primary schools at the level of the whole school, classroom and community in the context of the new Curriculum for Excellence. She draws upon the advice and information given in existing key literature which provides an overview of the approaches that develop effective practice to achieve education for citizenship. She then analyses and compares the underlying theories that seem to underpin the approaches to education for citizenship.

Davidson, Christopher M. (2008) analyzed the development of education in the lower Arabian Gulf from its traditional beginnings in the nineteenth century to the provision of more formal schooling and eventually a ministry of education following the withdrawal of the British from the region in 1971. In order to provide a better understanding of the complexities and relative advances and setbacks to this development, special emphasis is placed on the social, economic and political context of education.

Brennan, John and Naidoo, Rajani (2008) examined the theoretical and empirical literature on higher education in relation to social equity and related notions of citizenship, social justice, social cohesion and meritocracy. It considered both education and research functions of higher education their impact upon different sections of a society, and on who benefits and who loses ultimately.

Cumming, J. Joy 2008 examined the equity assessment issues, drawing predominantly on case histories from the United States of America and examples
from Australia and England. His discussion shows that the legal standard to establish inequity is high and sometimes illogical from an educational perspective.

Pansiri, Nkobi Owen (2008)\textsuperscript{29} assessed the level of commitment of primary schools to dwellers in remote area dwellers to basic education between October 2004 and April 2005. His inquiry focused on the level of commitment of schools to universal basic education, school-community partnership in school governance and parental involvement in the way the curriculum is delivered. Questionnaire and interviews were used. The results show a significant relationship between teachers' perceptions and variables such as district, age, qualifications, location, and experience. There is consistency between teachers' perceptions and children's academic performance. It has been found that learner achievement in schools in remote area dwellers schools is low and that parents are not actively involved in their children's education due to the policy environment and school management practices.

Tuwor, Theresa and Sossou, Marie-Antoinette (2008)\textsuperscript{30} observed that girls' enrolment in primary schools has recorded significant increase and parity with male enrolment in many countries in Africa since the 1960s. Some of these countries include Botswana, Namibia and Tanzania.

However, in most sub-Saharan African countries, female enrolment still lags behind male enrolment. The authors studied some of the reasons for the persistent gender gap between females and males in the three African countries of Ghana, Nigeria and Togo within the West Africa sub-region. The authors discussed gender relations, cultural practices such as early marriage, child slavery, and child fostering/trafficking, poverty and multiple household duties for
girls as some of the contributing factors. They argued that unless these cultural beliefs and attitudes are changed and mandatory measures such as holding parents accountable and responsible are put in place, gender parity and quality education for all, especially for females, will not be achieved in Africa. A number of additional strategies for improvement in school attendance and retention for females are also discussed.

Wu, Fangwei Zhang, Deyuan and Zhang, Jinghua 2008\textsuperscript{31} examine the rural education, farmer income and rural growth problems in China constructing antetemporal substitution educational model based on endogenous growth theory and they show that growth rate is different in households originally with the same economic endowment but different education endowment. Income difference between low-income and high-income families is likely to get enlarged as their educational growth rates are different, and there are chances of the low-income family getting into "poverty trap". In the mean time, urban and rural, developed and underdeveloped rural areas, as they take the different education growth rates the difference of economic growth tend to be expanded for the flow of high-quality labor and different industrialization, and they also have the risk of "poverty trap".

Inoue, Kazuma and Oketch, Moses 2008\textsuperscript{32} observed that Malawi and Ghana are among the numerous Sub-Saharan African countries that have in recent years introduced Free Primary Education policy as a means to realize 2015 Education for All and Millennium Development Goal international targets. The introduction of Free Primary Education policy is, however, a huge challenge for any national government that has experienced declining or slow economic growth and heavily relied on charging fees to parents and other sources to finance the education system. It follows, therefore, that the approach taken in
implementing the Free Primary Education policy has implications for equity and efficiency in the education sector. Malawi and Ghana have differently implemented Free Primary Education policy.

Ikoya, Peter O. and Onoyase, D. 2008 scrutinized the availability and adequate infrastructural facilities in schools for the implementation of the Universal Basic Education program in Nigeria. Adopting the "ex post facto" design, the researchers used existing school data on physical facilities, including a survey of key stakeholders in the education sector. Data analysed revealed there was inadequacy of physical facilities for effective implementation of the Universal Basic Education program. It was accordingly recommended that governments at the national, state and local levels should evince better commitment to the implementation of the Universal Basic Education program.

Goldman, Charles A. and Kumar, Krishna B.; Liu, Ying 2008 observed that China and India have faced similar conditions and challenges in education during their programme of rapid industrial and social transformation. These two countries started building their national education systems under comparable conditions in the late 1940s. However, different policies, strategies, and historical circumstances have led them through differently. The authors reported that China has outperformed India in primary and Secondary Education.

Odendaal, Marie and Deacon, Roger (2009) observed that development of education in South Africa emerged during the transition from apartheid to democracy, in a context especially marked by political and financial pressures. The case study of the University of Natal demonstrates how a strategy combining equity with excellence aimed to facilitate increased access to the institution, while maintaining existing standards. Central to this is the creation of
a new academic subject, the "disadvantaged student" from an "underdeveloped" background. It provided justification for an all-encompassing institutional transformation, involving an intensification of institutional governance, a rapidly changing student profile and power struggles between lecturers and tutors.

Sarker, Profulla and Davey, Gareth (2009) hold the view that the exclusion of children of the poorest families remains a pressing issue. They observed that a few indigenous children (22per cent) completed a year of primary schooling, and an additional 18 per cent attended some school but dropped out. It is likely that a large percentage of indigenous children never experienced education or complete primary education, and they probably do not attain even basic literacy skills. Focus groups with educational professionals revealed that poverty, child labour, and other factors such as ignorance of the value of education, language problems, cultural alienation, and migration of parents' account for low rates of children's school attendance. Urgent action is needed to reverse the exclusion of indigenous children from primary education in northwestern Bangladesh.

Maguire, Meg and Pratt-Adams, Simon (2009) outlined an approach towards policy in general terms; it looks at what is meant by urbanization and the urban primary school. Some of the historical continuities that influence urban primary school are identified. The paper then turns to two forms of contemporary public policy that address urban primary schools indirectly and directly; these are housing mix and the intensifying support to the programmes of improving schools. The first objective is to demonstrate the persistence of inequalities in schooling. And the second objective is to highlight the complexities and contradictions that characterize attempts to improve the urban primary school.
Brown, Sheena 2009 reported their findings of a participatory ethnography with post-secondary students enrolled in a large West Coast University in British Columbia. Those students had previously regarded as "learning disabled" and thus, the "recipients" of special educational policy interventions. The study takes into account the students' readings in the light of their status as racialized, classed, gendered, in addition to living with the label of learning disability. Contrary to the claim that meritocracy and equal opportunity are merely superimposed myths. The students' understandings demonstrated that both ideologies involve their active agency to claim "abilities" and "normalcy". The implications of this study shed light on how the discourses of students with learning disabilities may be used to read in transformative ways the schooling practices, policies and pedagogies.

Brown, Tara M, and Rodriguez, Louie F. 2009 study the school dropout using statistical relationships between dropout rates and a variety of "risk factors" attributed to students, such as income of parents, ethnicity, academic achievement and behaviors and attitudes. This study examines in the context of cultural and structural aspects of school the everyday experiences of dropouts—two Latino adolescents whose experiences consciously work against the common view of poor students of colour as inherently "at risk" of being school dropout.

**Research Design**

Literature reviewed show how important elementary education is; education at the secondary and higher secondary and higher education is not absolutely necessary for economic growth and development. What is needed is learning and hence primary education becomes important; and therefore the 86th amendment of the Constitution of India seeks to make free and compulsory
education via article 21A part III a fundamental right for all children in the age
group 6-14 by passing the Right of Education Act in 2002. Hence consideration
of secondary and higher education does not figure in the poverty reduction
agenda of many poor countries and international organizations. China according
to the RAND Corporation has outperformed India in primary and secondary
education.

This study has been undertaken to evaluate the performance and identify
inter district disparity in the performance of Sarva Shiksha Abhiyan. This chapter
will concern itself with the objectives, and the ways and means of analyzing data
to realize the objectives, formulating appropriate hypothesis, methods and
techniques of study, indicators to measure inter district disparity, sources of
data, data collection procedure, data analysis, application of statistical tools,
concepts used in the study and limitations of the study.

Objectives

The following objectives of this venture are stated below.

i. To study of the overall performance of the Sarva Shiksha Abhiyan
   programme in TamilNadu.

ii. To examine enrolment in elementary schools under Sarva Shiksha
    Abhiyan programme in Tamil Nadu, standard wise and district wise during
    the period between the years 2003-04 and 2007-08.

iii. To analyse the pupil teacher ratio, repetition rate, drop outs rate,
    transition rate and attendance rate during the period between the years
    2002-03 and 2007-08.
iv. To highlight the utilization of school maintenance grants and various school grants under Sarva Shiksha Abhiyan during the period between the years 2002-03 and 2007-08.

v. To suggest the rational policy measures for the success of the Sarva Shiksha Abhiyan campaign in TamilNadu.

**Hypotheses**

The following hypotheses have been postulated on the basis of objectives stated.

1. There is significant improvement in the overall educational scenario consequent on the implementation of the Sarva Shiksha Abhiyan campaign in TamilNadu.

2. There is significant variation in student enrolment in elementary schools under Sarva Shiksha Abhiyan, standard wise and district wise in Tamil Nadu during the period between the years 2003-04 and 2007-08.

3. There is significant inter district disparity in pupil teacher ratio, repetition rate, drop out rate, transition rate and attendance rate under Sarva Shiksha Abhiyan during the period between 2003-04 and 2007-08.

4. There is significant inter district disparity in the receipt and utilization of school maintenance grant and various other grants made under the Sarva Shiksha Abhiyan programme during the period between the years 2003-04 and 2007-08.
Methodology

This study will attempt to examine the impact of the Sarva Shiksha Abhiyan programme during the period of five years from 2003-04 to 2007-08. Education from I to V is lower primary and that from VI to VIII is upper primary and together it is termed elementary education. Under Sarva Shiksha Abhiyan, the term "primary education" stands for both lower primary education and upper primary education collectively called elementary education. Depending on the availability and access to data, this study will seek to analyze data collected regarding education at the lower primary level, upper primary level and therefore elementary level; will make an attempt to scrutinize macro-educational changes seen in different districts on the basis of chosen indicators; makes an analysis of the performance of Sarva Shiksha Abhiyan programme on the basis of 5 year time series data. The Sarva Shiksha Abhiyan campaign was initiated in 2001-02 in selected districts only; and it was extended to all the other districts from 2002-03 and data are available for all the districts up to 2007-08 and this is the reason for limiting the study period to the years between 2003-04 and 2007-08. This study is primarily exploratory in nature, to identify indicators of education development and assess the trends in development of elementary education during the period of five years, from 2003-04 to 2007-08. Hence it is both exploratory and analytical.

Variables

Access to lower primary and upper primary education has been examined on the basis of five chosen indicators.
Access

(i) Availability of schools per 300 child population in the age group of 6-10 years and 1000 child population in the age group of 11-14 years, (ii) number of schools per 10 square kilometer area, (iii) ratio of Lower Primary schools to Upper Primary Schools, (iv) average Student-Classroom Ratio (v) schools with Student Classroom Ratio of 60.

Infrastructure

The following indicators fourteen in number help study school infrastructure development.

(i) Percentage of schools provided with Drinking Water, (ii) Percentage of schools with Common Toilet, (iii) Percentage of schools with Toilet for girls, (iv) Percentage of Female Teachers, (v) Pupil-Teacher Ratio, (vi) School with Pupil-Teacher Ratio of 60, (vii) Percentage of schools with boundary walls, (viii) Percentage of schools with computer facility, (ix) Percentage of schools with ramp facility, (x) Percentage of schools with kitchen shed, (xi) Percentage of schools with play ground, (xii) percentage of schools with pucca building, (xiii) average number of class rooms per school, (xiv) percentage of class room in good condition. In total, 14 indicators have been utilized to construct the index of education infrastructure development.

Education inputs

The following indicators have been used to study input indicators.

(i) Single-Teacher Schools, (ii) Percentage of Schools with 3 teachers, (iii) Average number of teachers per school, (iv) percentage of female teachers at schools, (v) Percentage of teachers belonging to the Scheduled Castes (SC) to
the total number of teachers, (vi) Percentage of teachers belonging to the Scheduled Tribes (SC) to the total number of teachers, (vii) Percentage of professionally trained teachers, (viii) Percentage of teachers receiving in-service training, (ix) Gross enrolment ratio, (x) Percentage of schools receiving school development grant, (xi) Percentage of schools that have utilized school development grants, (xii) Percentage of schools received teaching-learning grant, (xiii) Percentage of schools that have utilized teaching learning grant. In total, 13 indicators are used to construct index of teaching input.

**Outcomes**

To study the outcome performance of elementary education, the following indicators have been used.

They are Gender Parity Index in Enrolment, Repetition Rate, Drop-out Rate, Transition rate, Pass percentage from standard I to V, Pass percentage from standard VI to VIII. In all, 6 indicators have been used to construct index of teaching input.

**Data Collection**

Secondary data alone have been used in this study. The relevant secondary data were collected from various reports such as District information system for education, Ministry of Human Resource Development (MHRD), selected Educational statistics of Tamil Nadu, Census of Tamil Nadu 2001 and the Educational statistical report of various state governments.

**Data Analysis**

The overall growth rate model has been applied to study the trends in the growth of school infrastructure, education input and outcome performance of
elementary education. To study the interdistrict disparity in the growth of school infrastructure, education input facilities and outcome performance of elementary education, the researcher has made use of the ANOVA two ways model. The test has been applied to show difference in student enrolment between the primary and the upper primary level of elementary education. General data interpretation was done with the help of percentage and average analysis.

**Study Period**

The study period covers the years from 2003-04 and 2007-08, since the Sarva Shiksha Abhiyan campaign was introduced in 2001-02 only in selected districts and was later extended to all the other districts in 2002-03; hence data are available for all the districts from 2003-04 to 2007-08.

**Concepts**

The following concepts have been operationally defined for the purpose of the present study.

**Lower Primary Education**

It includes enrolment of students from standard I to Standard V.

**Upper Primary Education**

It includes enrolment of students from standard VI to Standard VIII.

**Elementary education**

The concept of elementary education means both lower primary education classes from standard I to standard V classes and upper primary education, classes from standard VI to standard VIII.
The inter-district disparity in primary education is calculated with the help of the following formulae which has been mentioned in the table below:

<table>
<thead>
<tr>
<th>S No</th>
<th>Percentage</th>
<th>Formula</th>
</tr>
</thead>
</table>
| 1    | Percentage of Single classroom schools | \[
\text{Primary schools having a single classroom} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 2    | Percentage of Single teacher schools | \[
\text{Primary schools with single teacher in position} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 3    | Percentage of Schools with SCR \(\geq 60\) | \[
\text{Primary schools having student classroom ratio} \geq 60 \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 4    | Percentage of Schools with pre-primary classes | \[
\text{Primary schools having pre-primary sections} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 5    | Percentage of Schools with common toilet | \[
\text{Primary schools having common toilet} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 6    | Percentage of Schools with girls' toilet | \[
\text{Primary schools having girls' toilet} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 7    | Percentage of Enrolment in Government Schools | \[
\text{Enrolment in Government and welfare schools} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total enrolment in primary schools}
\]
| 8    | Percentage of Enrolment in single-teacher schools | \[
\text{Enrolment in primary schools having a single teacher} \\
\text{-----------------------------------------------} \times 100 \\
\text{Enrolment in total number of schools in the primary category}
\]
| 9    | Percentage of schools without female teachers (Teacher \(\geq 2\)) | \[
\text{Primary schools having teachers} \geq 2 \\
\text{but no female teacher} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total number of primary schools}
\]
| 10   | Percentage of Under-age & Over-age children | \[
\text{Enrolment in Stds I-V below '6' & above '11' years} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total enrolment in Stds I-V}
\]
| 11   | Percentage of SC enrolment | \[
\text{Enrolment of SC in primary classes} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total enrolment in primary classes}
\]
| 12   | Percentage of SC girls to SC enrolment | \[
\text{Enrolment of SC girls in primary classes} \\
\text{-----------------------------------------------} \times 100 \\
\text{SC enrolment in primary classes}
\]
| 13   | Percentage of ST enrolment | \[
\text{Enrolment of ST in primary classes} \\
\text{-----------------------------------------------} \times 100 \\
\text{Total enrolment in primary classes}
\]
<table>
<thead>
<tr>
<th>S No</th>
<th>Percentage</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Percentage of ST girls to ST enrolment</td>
<td>Enrolment of ST girls in primary classes--------------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ST enrolment in primary classes-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15</td>
<td>Pupil Teacher Ratio (PTR)</td>
<td>Total enrolment in schools of primary category---------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teachers in primary schools category-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>Student-Classroom Ratio (SCR)</td>
<td>Total enrolment in primary schools---------------------------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total classrooms in primary schools---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>17</td>
<td>Percentage of Schools with ≤ 50</td>
<td>Number of primary schools having enrolment ≤ 50 in Grades I-IV/V---------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students in Grades I-IV/V total primary schools-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>Percentage of Schools with PTR ≥ 100</td>
<td>Total primary schools having PTR ≥ 100------------------------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total number of primary schools-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>19</td>
<td>Percentage of Female Teachers</td>
<td>Total female teachers in primary schools------------------------------------------------------------------------------------------ * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total teachers in primary schools-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>20</td>
<td>Percentage of Primary schools established since 1994</td>
<td>Total primary schools established since 1994----------------------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total number of primary schools (The denominator excludes schools for which the year of establishment has not been given)</td>
</tr>
<tr>
<td>21</td>
<td>Average number of days spent on non-teaching assignments is the average number of days spent on non-teaching assignments during the previous academic year in the case of teachers imparting elementary education irrespective of the type of school.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Gender Parity Index (GPI)</td>
<td>Girl’s enrolment in Primary Grades in year ‘t’------------------------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Boy’s enrolment in Primary Grades in year ‘t’------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>23</td>
<td>Ratio of Primary to Upper Primary Schools/Sections</td>
<td>Total number of Primary Schools/Sections in year ‘t’----------------------------------------------------------------------------------- * 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total number of Upper Primary Schools / Sections in year ‘t’-----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Limitations

The findings of this study are applicable mainly to elementary education development and it does not concern itself with the other sectors of the economy or social facilities. An analysis of educational development is not possible at the level of an individual researcher, because of constraint imposed by money, time and energy. As there is no homogeneity among the selected indicators of education development in some districts some of the indicators had to be dropped.

Now let us see the geographical features of Tamil Nadu which necessitates the Government to introduce Sarva Shiksha Abhiyan which has been discussed in Chapter II.

In Chapter III enrolment of students in elementary schools in Tamil Nadu is analysed district wise with the help of detailed tables and figures. These figures are given in the Annexure.

The detailed performance of Sarva Shiksha Abhiyan with its financial management and pupil-teacher ratio are discussed with the help of tables in Chapter IV. Figures for these tables are given in the Annexure.

Chapter V gives some findings and conclusions.

The figures given in the Annexure show the enrolment of students in elementary schools in Tamil Nadu, its financial management, pupil-teacher ratio, teachers appointed in elementary schools etc.,
Foot Notes


8. Ibid. p.87.


