CHAPTER I

CONCEPTUAL FRAMEWORK
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CHAPTER I

CONCEPTUAL FRAME WORK

1.0 Introduction

Education is a core sector for achieving the objective of employment, human resource development and bringing about much needed change in social environment, leading to overall progress through efficient use of resources. An appropriate education system cultivates knowledge, skill, positive attitude, awareness and sense of responsibility towards rights and duties and imparts inner strength to face oppression, humiliation and inequality. (Ninth Five Year Plan, 1997-2002).

Formal schooling starts with primary education. The first five years of education are crucial for pupils since the basic three R's (reading, writing and arithmetic) and fundamentals in sciences, social studies and other vital subject experiences are provided. Universal and compulsory primary education, as envisaged in the Constitution of India (Article 45), emphasizes the fact that all citizens of the country should be educated compulsorily up to a minimum level of education. Primary schools lay the foundation for further education. Hence this should be considered as the most important aspect of schooling, and deserves maximum encouragement.
After independence, in 1964-66, the Indian Education Commission made an all India survey of primary education and tried to translate the constitutional directive into action through its recommendations. The objectives were threefold, universal provision, universal enrolment and universal retention.

The Education commission also recommended that primary schools including single teacher schools should be set up within a mile from the home of every child. Higher primary or middle schools should be available within three miles from the home of every child. Enrolment should be increased in schools, the objective and the target being education for all children below fourteen.

Universal education was another important feature of primary education stressed by the Education Commission. The report stated that children who enter standard I should continue every year, without dropping out till they leave the school, at the age of 14. Stagnation and dropout were very high even as early as in standard I. Preventing and reducing the dropout rate was very important. Standards I and 2 could be considered as one unit. One year of pre-school education may be introduced. Approaches such as play way could be used for small classes.

Dropout and stagnation in other classes should be reduced. For this, part-time education based on nationwide improvement of primary education is advocated. Children in the age group 11 to 14 years should be provided with at least education for one year depending on their convenience. But this minimum duration of one year should be insisted upon for all such children. In
the case of pupils who desire to have higher primary education as a part-time basis, provision could be made for the same.

The Kothari Commission collected data regarding enrolments in class from standard 1 to 8 in 29 districts in the country. On an analysis of the data, it collected that:

- Stagnation is the highest in standard 1.
- It is reduced considerably in standard 2 and remains constant in standards 3 and 4.
- At the higher primary stagnation decreases still further.
- On the whole, stagnation among girls is greater than that among boys.
- The extent of stagnation shows considerable variation from area to area.

1.1.2 EVOLUTIONARY CHANGES IN PRIMARY EDUCATION IN INDIA

The primary education in India was greatly influenced by the British home policy. Later the Woods dispatch of 1854 paved the way for organization of voluntary system of school aided and supervised by the state India. Under the direct influence of England gradually Lord Mayo enforced decentralization at provincial level in 1870. But the greatest influence was extended by the education act of 1870. Further decentralization in educational administration was offered by Lord Ripon when he implemented the Hunter commission’s recommendations and set local boards and municipalities and entrusted the administration of elementary education of these boards.
British’s home policy modified the educational trends in India. Elementary education was redefined, qualitative improvement was emphasized. The system of “payment by results” was abolished and primary education was made the chief obligation of local bodies.

Compulsory primary education was introduced in India more than a hundred years ago. In his study in 1951, Desai points out that the lead in this matter was given by the missionaries and some enlightened European officials of the Government from 1930 to 1950. Compulsory education was introduced as an experimental measure in a few years. Afterwards strong and determined efforts were made to introduce compulsory education in all parts of India according to article 45 of the Constitution of India.

To be in tune with the UNO's declaration, the Government of India has launched a scheme known as "SARVA SIKSHA ABHIYAN" (SSA) meaning Education for All. It is Government of India's flagship programme for achievement of Universalisation of Elementary Education (UEE) in a time bound manner as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group, a fundamental right. The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, schooling facilities and strengthen existing school infrastructure. Existing schools with inadequate teacher strength are provided with additional teachers while capacity of existing teachers is being strengthened by
extensive training. Also grants are given to teachers for making teaching materials.

1.1.3 PRESENT SITUATION IN ELEMENTARY EDUCATION AS PERCEIVED IN THE NATIONAL POLICY ON EDUCATION 1986

Provision of free and compulsory education to all the children until they complete the age of 14 years is a directive principle of the Constitution. Determined efforts have been made since independence towards the achievement of this goal. Between 1950-51 and 1984-85 the number of primary schools increased from approximately 2,10,000 to approximately 5,20,000 and the number of upper primary schools from 30,600 to 1,30,000. Even so, an acceptably large number of inhabitants are still without primary schools and nearly one third of the schools in rural areas have only one teacher. The emphasis so far has been on enrolment of children approximately, 95% children in 6-11 age group and 50% children in 11-14 age-groups are enrolled in schools, the corresponding figure for girls being 77% and 36% respectively. However, nearly 60% children drop out between standards from I to V and 75% between standards from I to VIII. In urban areas there is overcrowding in schools and the condition of buildings, furniture faculties and equipment is unsatisfactory in almost all parts of the country. Rapid expansion which was not accompanied by sufficient investment of resources has caused deterioration in academic standards. A programme of non-formal education has been started but in terms of spread and quality, it is rather unsatisfactory.
The suggestions of the NPERC (National Policy on Education Review Committee) to remove the main lacunae of the present policy perspective and strategies in the present system of elementary education are as follows:

- National Policy of Education (NPE) should not have shifted the emphasis from enrolment to retention; the policy should stress a continuing concern for improving both enrolment and retention. Para 5.12 of NPE should be modified for this purpose (R. Nos. 150 and 152(a)).

- Socio-economic and cultural factors have played only a marginal role in educational planning. The school stands alienated from the community; there is no convergence of support services and education. Para 5.5 of NPE should therefore be modified so as to cover what the National Policy of Education Review Committee (NPERC) referred to as, “concerns” about (a) convergence of services (b) linkages between the school and the community and (c) decentralised and participative mode of educational planning and management. It would also be necessary to amend in the para 5.12 to provide for disaggregated target setting in a participative and decentralised mode (R.Nos.146 and 152(b)).

- While giving due importance to the provisions of additional facilities to the school, the policy must also stress the role of teachers, the
community and the social environment as key factors in improvement of the quality of school education. (R.No. 149).

- Following National Policy of Education (NPE), Non Formal Education (NFE) was enlarged into a significant parallel sector. NPE is some kind of second grade education for the poor; the solution lays in non-formalizing the formal school over a period of time and in integrating the non-formal and formal education systems so that their cadres, infrastructures and management structures would form an organic whole.

In Bombay state it has been assumed that four years of schooling would be adequate for attaining permanent literacy.

1.1.5 "Sarva Shiksha Abhiyan" (SSA) - The Genesis

The "National Policy on Education" in 1986 and in 1992 also gave top priority to the achievement of Universal Elementary Education. Many projects and programmes at the micro and macro levels have been undertaken in the past in this direction. Experiences have shown that as a result of all the past interventions, there has been considerable progress in ensuring access to primary education: there is increase in enrolment and retention, improvement in school attendance and generation of strong demand for education especially for girls and so on. However, pupil achievement levels have been generally low and there are wide inter-state and inter-district differences in pupils' attendance and achievement levels.
Sarva Shiksha Abhiyan (SSA) is the programme with a clear time frame for Universal Elementary Education and response to the demand for quality basic education all over the country also an opportunity for promoting social justice through basic education. Sarva Shiksha Abhiyan realizes the importance of early childhood care and education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS (Integrated Child Development Scheme) centre or special pre-school centre in non Integrated Child Development Scheme (ICDS) areas will be made to supplement the efforts being made by the department of women and child development. Sarva Shiksha Abhiyan is an attempt to improve capabilities of all children through provision of community owned quality education in a mission mode.

Indian commitment to universal basic education is indicated in the constitutional directive for education of all children till the age of 14 years. This has however remained elusive despite serious intention and some meaningful efforts. The National Policy on Education 1986, its companion document program of action and consequent centrally sponsored schemes marked a recharged initiative in universal basic education. The Jomtien conference in 1990 further strengthened the national resolve. The introduction of a decentralized district based approach to universal basic education through partially internationally funded District Primary Education Programme (DPEP) was a major new initiative. The success of DPEP has snowballed into a far more ambitious programme of quality universal elementary education by 2010 through Sarva Shiksha Abhiyan (SSA). The government's resolve and the political will is indicated by mobilization of large amount of
funds and the Prime Minister personally chairing the national committee of SSA.

The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The movement was launched at the world conference on Education for All in 1990, when representatives of the international community agreed to universalize primary education and massively reduce illiteracy rate gradually end of the decade.

Ten years later, with many countries far from having reached this goal, the international community met again in Dakar, Senegal, and affirmed their commitment in achieving Education for All by the year 2015. They identified six key education goals which aim to meet the learning needs of all children, youth and adults by 2015.

*The six goals are:*

- Goal 1: Expand early childhood care and education.
- Goal 2: Provide free and compulsory primary education for all.
- Goal 3: Promote learning and life skills for young people and adults.
- Goal 4: Increase adult literacy by 50 per cent.
- Goal 6: Improve the quality of education.

As the lead agency, UNESCO has been mandated to coordinate the international efforts to reach Education for All. Government, development
agencies, civil society, non-government organizations and the media are some of the partners working toward reaching these goals.

1.1.6 AIM OF SARVA SHIKSHA ABHIYAN (SSA)

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group 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.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other’s well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community-owned quality education in a mission mode.
1.1.7 OBJECTIVES OF SSA

The following are the objectives of SSA:

- All children in school by Education Guarantee Centre, Alternate School or 'Back-to-School' camp by 2005.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- All children complete five years of primary schooling by 2007.
- All children complete eight years of elementary schooling by 2010.

The objectives are expressed nationally though it is expected that various districts and states are likely to achieve universalisation in their own respective contexts and in their own time frame. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age groups. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework 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 their natural and social environment.
The objective of primary education should be to prepare children to be responsible and useful citizens. It is the constitutional direction that all children without any regional discrimination in the Indian union should be given elementary education and this should be given the highest priority. With this view different programmers were chalked out. Among this emphasis should be laid on the reduction of dropout and stagnation. This objective should be to ensure that not less than 80 percent of the children that enter standard I to reach standard VIII in a period of eight years.

1.1.8 PROCESS OF PLAN (SSA) FORMULATION IN TAMIL NADU

In Tamil Nadu, the District Elementary Education Plan (DEEP) under SSA mission is prepared in a decentralised and participatory manner. The core planning teams at Village/school, Block, and District and State levels are in place. As envisaged in the SSA framework, the 'bottom-up' approach of planning has been adopted to analyse the problems and issues and to address them appropriately.

The State Core Planning Team takes care of planning for urban areas as well. The state core planning team consists of Director of School Education, Director of Elementary Education, Director of Teacher Education Research and Training, Joint Directors (SSA), Consultants in Finance and Planning and Academic Coordinators. The District Core Planning team comprises District Programme Co-ordinator (DPC)/ Chief Educational Officer (CEO), District Educational Officers (DEO), Additional District Programme Co-ordinator/ District Elementary Educational Officer (DEEO), Assistant District
Programme Co-ordinator (ADPC), Statistical Officer (SO), District Institute of Education and Training (DIET) Principal/ faculty member (Planning), two Block Resource Centre Supervisors (BRCS), two Assistant Elementary Education Officers (AEEO), two Block Resource Teacher Educators (BRTEs) and inter-departmental representatives.

The Block-level Planning Team consists of Block Resource Centre Supervisor, Block Development Officer (BDO), Block Resource Teacher Educators (BRTEs), Assistant Elementary Education Officer(s), Headmaster(s) and Teachers. The School-level Core Planning Team comprises Headmaster, President/Ward Member, Teachers, Parents and Women Self Help Group Members.

The state planning team has prepared a schedule for carrying out the planning activities in the districts that has been strictly adhered to. First, capacity building for the state planning team was taken up at a state level workshop on planning and organized for capacity building of district planning team members in which various components of SSA were elaborately discussed. The state planning team led by the State Project Director stressed that the district planning teams should have a grasp of the problems and issues relating to each block/specific pockets and they should be addressed through block-specific innovative strategies actively involving the community. It was emphasized that out-of-school children, inclusive education, research and evaluation components need to be addressed innovatively based on local needs. During the workshop, members were exposed to the process of planning, appraisal and approval procedures followed during the high, level
meeting to enable them to prepare the plan documents accordingly. They were also apprised of the guidelines issued by Government of India from time to time including the latest ones.

In the repeated period the district level workshops for the block-level planning teams were organized in every district. The district and block level team members visited schools, Cluster Resource Centers (CRC) and held consultative meetings with Village Education Committee (VEC) members, Parents, Teachers, NGOs, Women Self Help Group members, other related departments and other stakeholders at the grassroots level. The views and suggestions received from these people were incorporated into the SSA activities.

The school planning teams have prepared school-level plans and the same have been approved by the VEC concerned. The school-level plans have been consolidated at the block level. The block-level teams, after analysing various issues and problems and strategies adopted every year, have prepared full-fledged block-level plans with appropriate new strategies to be adopted in the ensuing year. Indicators such as access, enrolment, retention, completion and achievement have been used in identifying the gaps and addressing the same. The data available through household survey, District Information System for school Education (DISE), Cohort Study as also the monthly review reports have been used for the preparation of plan documents apart from the information available in 2001 census record. The block-level plans have been duly approved by the Block Education Committee (BEC) before forwarding the same to the district and
mainstreaming of out of school children and quality improvement in schools have been identified as some of the critical areas to be focused on in the planning process.

The district planning teams have taken sustained efforts to guide the block planning teams in preparing detailed activity-based plans. The district plans have been carefully consolidated and budgets have been prepared for the activities. Critical areas such as Education Guarantee Scheme (EGS), Alternative Innovative Education (AIE), Integrated Education for Disabled (IED), Innovative activity, Research and Evaluation etc., have been appropriately addressed with habitation-specific and child-specific interventions. The district plan has been perused by the District Education Committee (DEC) and approved by the District Collector, who is the chairperson of the DEC.

The state level planning team has consolidated the district plans and drafted the state plan as per the guidelines. Various issues specific to the districts have been analysed in strengths and weaknesses of the strategies followed during the previous year assessed before formulating interventions with a set of new, alternative strategies to be adopted in next successive years. The state plan has been duly presented before the Executive Committee (EC) of Tamil nadu State Mission of Education for All and the same has been approved and the suggestions from the chairperson and members of the Executive Committee have been incorporated into the implementation of programmes.
District Hierarchy of SSA

The organisational chart of the different functionaries of SSA programme at district level

- District Project Co-ordinator
  (Chief Educational officer)

- Additional District Project Co-ordinator
  (District Elementary Educational Officer)

- Assistant District Project Co-ordinator

- Block Resource Centre Supervisor

- Block Resource Teachers

- Alternative Innovative Education Centre Teachers
  who take classes for the children

Opening of model schools in every block, creating need-based infrastructure in schools for effectively using EDUSAT (Educational Satellite) in quality improvement programmes, strengthening of
English language teaching-learning through radio broadcast, integration of Anganwadi centers with primary schools, context-specific interventions in special focus districts are some of the suggestions incorporated.

1.1.9 PROJECT MANAGEMENT AND INSTITUTIONAL STRUCTURES AND STAFFING

The programme is implemented through various project management and institutional structures namely, Village Education Committees (VEC), Parent Teacher Associations (PTA), Cluster Resource Centers (CRC), Block Resource Centers (BRC), District Project Offices (DPO) and State Project Office (SPO).

Structure for Implementation

The central and state governments will together implement the SSA in partnership with the local governments and the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the chairperson and the Union Minister of Human Resource Development (HRD) as the vice chairperson. States have been requested to establish state level implementation society for District Elementary Education (DEE) under the chairmanship of Chief Minister.

The Sarva Shiksha Abhiyan will not disturb existing structures in states and districts but would only try to bring convergence in all these efforts. Efforts will
be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing tribal councils in scheduled areas including the Gram Sabha, the states would be encouraged to enlarge the accountability framework by involving NGOs, teachers, activists, women's organizations etc.

**Components of SSA**

The components of Sarva Shiksha Abhiyan includes appointment of teachers, teacher training, qualitative improvement of elementary education, provision of teaching learning materials, establishment of Block and Cluster Resource Centre for academic support, construction of classrooms and school buildings, establishment of education guarantee centre, integrated education of the disabled and distance education.

**State Project Directorate**

The state project office coordinates with the state government and the central government by sending periodical status reports and financial reports. It is also responsible for financial and quality audit of the programme. The State Project Director conducts periodical review meetings at the state and district levels to assess the progress of the scheme and to give necessary instructions for the proper implementation of the scheme. The state project office has technical, academic, and administrative and accounts staff to guide the district offices in the implementation of the programme.
**District Project Office (DPO)**

In Tamil Nadu, 30 District Project Offices are in place with one DPC in the cadre of Chief Educational Officer, one Additional DPC in the cadre of District Elementary Educational Officer (both of them ex-officio personnel) and one ADPC in the cadre of Higher secondary school headmaster. One Teacher Training Officer, Media and Documentation Officer/Women Development Officer, one Statistical Officer, one/two Civil Consultant(s), One Junior Programmer, Two/Three Data Entry Operator(s) has also been appointed for implementation of the programme. One Accounts and Audit Manager (Tally) has also been appointed. Civil Engineers have also been engaged.

**Block Resource Centre (BRC)**

In Tamilnadu, there are 385 Community Development Blocks and 27 Urban Blocks. 385 Block Resource Centers are functioning in 30 districts. In Chennai, 10 CRC in the corporation zones play the roles of BRC to cover 10 urban blocks. In the remaining 27 urban blocks, 27 urban BRC are functioning. In each BRC (except urban BRC), one supervisor in the cadre of high school headmaster or post graduate teacher and teacher educators in the cadre of high school teachers (B.Ed Teachers) are working.

BRC have been supplied with computers and they have also been connected with Satellite Interactive Terminals (SIT). These SIT have been helpful for the conduct of state level training programmes through EDUSAT. Resource books have been provided to all BRC which remain permanent resource materials to be used by BRTE and Teachers.
Village Education Committee (VEC) / Parent Teacher Association (PTA)

There are 43,113 Village Education Committees /PTA functioning in schools in all the districts. VEC functioning in primary and middle schools and PTAs are in place in high and higher secondary schools. The panchayat president is the chairperson in rural areas and ward members/councilors hold the position in municipal and corporation limits. The headmaster of the school is the member-secretary. Village Education Committees are represented by a wide spectrum of the community with 20 members. The members include PTA president, self help group members, parents, ward member or elected representatives, ICDS (Integrated Child Development Scheme) organizer, NGOs, village administrative officer, health worker, and women ward member, parents of the disabled children and youth club members.

All grants to schools such as school grant, teacher grant, TLE grant, maintenance grant are routed through VEC. Funds for civil construction works two classroom buildings, three classroom buildings, CRC buildings, toilets and water facilities are also routed through VEC as these constructions are undertaken by the community. All funds are directly sent to VEC by District Project Office (DPO) through cheques to facilitate quick flow of funds. VEC meetings are conducted once/twice a month in all schools which enable the members to discuss problems and issues concerning school improvement and formulate local-specific interventions.

VEC maintain Village Education Registers (VER) in all schools, which provide reliable information about 0-5 years children, school-age children (6-14
years), out-of-school children (dropouts and never enrolled), disabled children with various categories of disability. The Village Education Registers are updated during April, May every year for initiating the follow-up measures. The headmaster and teachers of the school undertake this exercise involving the VEC members.

Cluster Resource Centre (CRC)

In all the Districts, 4,088 Cluster Resource Centres function as teacher empowerment centres. The CRCs have been constituted by clubbing 10-12 schools with 40-60 teachers. Each centre has a co-ordinator and an assistant co-ordinator who are the senior most headmasters in the cluster. The CRC meetings are convened once in a month. Teachers share their experiences and successful innovative practices/techniques in the meetings.

Providing quality education is one of the objectives of Sarva Shiksha Abhiyan and this can be achieved by means of teacher empowerment through in-service training programmes. With a view to motivating the teachers and building their capacity, innovative ideas have been included in the teacher training schedule.

Training has been given to teachers by IT companies like Microsoft, Intel and Azim Premji foundations on computer aided learning. Ten-day training has been conducted for the newly recruited teachers. This special training had been given to them on use of ABL cards and self learning mathematics kits. Induction training and training on SSA components have also been organised.
Training programmes have been planned to equip the teachers to face the challenges of the changing world and to be the torch-bearers to light the lives of many a child and make him physically fit, mentally alert and intellectually bright. It has been proposed to impart 20 days effective in-service training programme for every year.

**Primary**

- Six days annual refresher training has been planned to be given on Activity Based Learning methodology.
- Orientation training for teachers on ALM (Activity Learning Method)/Mathematics kits and institutional planning and development for four days at BRC level.
- 10 Days in-service training has been planned to be given at CRC level.

**Upper Primary**

- Six days training programme has been planned for science teaching during holidays.
- 10 days in-service training programme has been planned at CRC level without affecting the regular CRC activities.
- In-service training for upper primary teachers will be conducted subject-wise in each block.

The CRC level training programme will be organized during the first Saturday for primary teachers and during third Saturday for upper primary teachers.
Training for New Recruits (Entry level Training)

Special 10 days induction training will be given to the teachers on Teacher motivation and on SSA components and activities in additional to the in-service training.

The state has planned to conduct tests for teachers based on the training programmes. External agency will be involved to assess the teachers and studies will be conducted on the impact of the training and improvement in the classroom transactions.

Teaching Learning Equipment Grant (TLE)

The TLE grant of Rs.10,000 to new primary schools and Rs.50,000 to newly upgraded middle schools and not covered under Operation Black Board scheme have been distributed as one-time grant in all the districts. District Education Committee and District Resource Group approve the Teaching Learning Equipment articles to be purchased. Village Education Committees are empowered to purchase the equipment as prescribed.
### TABLE NO. 1.1

#### 1.1.10 NORMS FOR INTERVENTIONS UNDER SSA

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Intervention</th>
<th>Norms</th>
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<tbody>
<tr>
<td>1</td>
<td>Teacher</td>
<td>One teacher for every 40 children in primary and upper primary schools. At least two teachers in a primary school. One teacher for every class in the upper primary schools.</td>
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<tr>
<td>2</td>
<td>School / Alternative schooling facility</td>
<td>Within one kilometer of every habitation. Provision for opening of new schools as per state norms or for setting up EGS like schools in unserved habitations.</td>
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<td>3</td>
<td>Upper Primary schools/ Sector</td>
<td>As per requirement based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary schools.</td>
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<tr>
<td>4</td>
<td>Classrooms</td>
<td>A room for every teacher in primary and upper primary, with the provision that there would be two class rooms with verandah to every primary school with at least two teachers. A room for Head-Master in upper primary school.</td>
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<tr>
<td>5</td>
<td>Free textbooks</td>
<td>To all girls/SC/ST children at primary and upper primary level within an upper ceiling of Rs. 150/- per child.</td>
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<td></td>
<td>State to continue to fund free textbooks being currently provided from the state plans.</td>
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<tr>
<td>6</td>
<td>Civil works</td>
<td>Ceiling of 33% of SSA programme funds for improvement of school facilities, BRC/CRC construction. CRCs could also be used as an additional room. No expenditure to be incurred on construction of office buildings. Districts to prepare infrastructure Plans.</td>
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<tr>
<td>7</td>
<td>Maintenance and repair of school buildings</td>
<td>Only through school management committees/VECs. Upto Rs. 5000 per year as per specific proposal by the school committee. Must involve elements of community contribution.</td>
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<tr>
<td>8</td>
<td>Upgradation of EGS to regular school or setting up of a new Primary school as per State norm</td>
<td>Provision for TLE @ Rs 10,000/- per school. TLE as per local context and need. Involvement of teachers and parents necessary in TLE selection and procurement. VEC/ school-village level appropriate body to decide on best mode of procurement. Requirement of successful running of EGS centre for two years before it is...</td>
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| 9 | TLE for upper-primary | Rs 50,000 per school for uncovered schools.  
As per local specific requirement to be determined by the teachers/ school committee.  
School committee to decide on best mode of procurement, in consultation with teachers.  
School Committee may recommend district level procurement if there are advantages of scale. |
| 10 | Schools grant | Rs. 2000/- per year per primary/upper primary school for replacement of non functional school equipment.  
Transparency in utilization.  
To be spent only by VEC/SMC. |
| 11 | Teacher grant | Rs 500 per teacher per year in primary and upper primary. |
| 12 | Teacher training | Provision of 20 days In-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70/- per day.  
Unit cost is indicative; would be lower in non residential training programmes. |
|   | Includes all training cost.  
|   | Assessment of capacities for effective training during appraisal will determine extent of coverage.  
|   | Support for SCERT/DIET under existing Teacher Education Scheme.  
| 13 | **State Institute of Educational Management and Training (SIEMAT)**  
|    | One time assistance up to Rs. 3 crore.  
|    | States have to agree to sustain Selection criteria for faculty to be rigorous.  
| 14 | **Training of community leaders**  
|    | For a maximum of 8 persons in a village for 2 days in a year - preferably women.  
|    | Rs. 30/- per day.  
| 15 | **Provision for disabled children**  
|    | Upto Rs. 1200/- per child for integration of disabled children, as per specific proposal, per year.  
|    | District Plan for children with special needs will be formulated within the Rs.1200 per child norm.  
|    | Involvement of resource institutions to be encouraged.  
| 16 | **Research, Evaluation, supervision and monitoring**  
|    | Upto Rs. 1500 per school per year.  
|    | Partnership with research and resource institutions, pool of resource teams with State specific focus.  
|    | Priority to development of capacities for
appraisal and supervision through resource/research institutions.

Provision for regular school mapping/micro planning for updating of household data.

By creating a pool of resource persons, providing travel grant and honorarium for monitoring, generation of community-based data, research studies, cost of assessment and appraisal terms & their field activities, classroom observation by resource persons.

Funds to be spent at national, state, district, sub district, school level out of the overall per school allocation.

Expenditure at State/District/BRC/CRC/School level to be decided by State/UT. This would include expenditure on appraisal, supervision, MIS, classroom observation, etc. Support to SCERT over and above the provision under the Teacher Education scheme may also be provided.

Involvement of resource institutions willing to undertake state specific responsibilities.

| 17 | Management Cost | Not to exceed 6% of the budget of a district plan. |
| 18 | Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ST community, computer education specially for upper primary level | To include expenditure on office expenses, hiring of experts at various levels after assessment of existing manpower, etc.  
Priority to experts in MIS, community planning processes, civil works, gender, etc. depending on capacity available in a particular district.  
Management costs should be used to develop effective teams at State/District/Block/Cluster levels.  
Identification of personnel for BRC/CRC should be a priority in the pre-project phase itself so that a team is available for the intensive process based planning. | Upto to Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district per year will apply for SSA.  
Girl's education interventions to have unit costs already approved under other existing schemes. |
| 19 | Block Resource Centres/Cluster Resource Centres | BRC/CRC to be located in school campus as far as possible.  
Rs. 6 lakh ceiling for BRC building construction wherever required and Rs. Two lakhs for CRC construction wherever required - should be used as |
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<th>20</th>
<th>Interventions for out of school children</th>
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<td>As per norms already approved under Education Guarantee Scheme &amp; Alternative and Innovative Education, providing for the following kind of interventions.</td>
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<td>Setting up Education Guarantee Centres in unserved habitations and setting up other alternative schooling models.</td>
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<td>Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.</td>
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Preparatory activities for micro planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.

As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.

1.1.11 HOW SSA DIFFERS FROM OTHER PREVIOUS AND EXISTING LITERACY PROGRAMMES?

This programme is planned to initiate in low female literacy districts spread over 15 states to achieve the goal of Universalisation of Elementary Education. It envisages that all the districts of the country will be covered under the programme before the end of the Ninth Plan i.e. March 2002. Unlike the District Primary Education Programme (DPEP), the SSA envisages to develop district specific elementary education plans within the framework of decentralized management of education with a focus on Panchayati Raj Institutions. In DPEP (District Primary Education Programme) a focus was on the primary level only. In these districts, it was the first attempt to develop the educational plans with the involvement of the local people in a participatory planning mode. District planning teams in many districts have been formed and training in planning methodology is imparted. A series of programmes were recently conducted NIEPA, New Delhi in which the members of the district teams and planning and states representatives were trained.
SSA envisages a few pre-project activities. Filling up of the existing positions of teachers, strengthening of DIETs (District Institute of Education and Training) and other state level institutions etc. are the few activities that were to be initiated at the state level. By and large, not much attention is paid on these activities by the states, plans of which were approved recently. Constitution of the district planning teams conducting baseline studies, household surveys, micro planning, undertaking diagnostic studies etc. are some of the district-specific pre-project activities that are envisaged to provide input to the district plans.

Conducting research studies like social assessment and baseline assessment studies is one of the important pre-project activities. Barring Uttar Pradesh and Tamilnadu, most of the other states did not conduct research studies.

1.1.12 STRATEGY FRAME FOR ‘SARVA SHIKSHA ABHIYAN’

The SSA from Education for All will provide useful and relevant elementary education of satisfactory quality for all by 2010 bringing all social and gender gaps, with the active participation of the community in the affairs of school. To achieve UEE, in a holistic and convergent approach, the following key strategies have been carried out.

- Emphasis to be laid on retention and achievement rather than on mere enrolment.
- Adopt incremental approach for creating school facilities. Education Guarantee Centers in unserved habitations and ‘back to school camps’ for out of school.
• Focus should be shifted from educationally backward states to educationally backward districts.

• Adoption of disaggregated approach with focus on preparation of district specific and population plans.

• Universal access to schooling facilities particularly to girls, disaggregated groups and out of school children.

• Make education relevant by curricular reforms to promote life skills.

• Improvement in school effectiveness, teacher competency, training and motivation.

• Decentralization of planning and management through Panchayati Raj Institutions/Village Education committees and stress on participative processes.

• Convergence of different schemes of elementary education and related services such as early childhood care and education, school health and nutrition programmes etc.

1.1 STATEMENT OF THE PROBLEM

The investigator has chosen the following as problem for investigation,

"A study on the Impact of Sarva Shiksha Abhiyan Programme on Dropuat and Stagnation Rate of Children at the Middle School Level in Coimbatore District".
1.2 MEANING OF THE OPERATIONAL TERMS

Dropout:
The Hartog committee (1929) defined dropout as under: “Dropout is the premature withdrawal of children from school at any stage before the completion of the course”.

It is a fact that child enrolled in class (standard) VI does not progress regularly from year to year. In one class or the other he fails and has to repeat the same class. Due to various reasons, the child leaves the school, before he completes the prescribed age or class is called dropout.

Stagnation:
Stagnation was defined by the Hartog committee as “the retention of a child in a class for a period of more than one year”. Stagnation is also another form of wastage. It means in the financial aspect, unproductive or useless incurring of expenditure on children who repeat the class and continue in the schools longer than the usual term.

Middle Schools:
This study is concerned with the dropout and stagnation in schools from standards VI to VIII.

Blocks:
One block is a collection of many panchayats which is formed out of many villages. The villages are a collection of many habitations.
1.3 OBJECTIVES OF THE STUDY

This study is carried out with the following objectives.

1. To estimate the extent of Dropout and Stagnation of children in Middle schools of Coimbatore district for six years from 1999 to 2004.

2. To analyse the dropout rate of children for six years in two periods 'before SSA' (1999-01) and 'after SSA' (2002-04) – general, standard wise and year wise.

3. To analyse the stagnation rate of children for six years in two periods 'before SSA' (1999-01) and 'after SSA' (2002-04) – general, standard wise and year wise.

4. To compare the dropout rate of male and female children for the two periods namely, 'before SSA' (1999-01) and 'after SSA' (2002-04).

5. To compare the stagnation rate of male and female children for the two periods namely, 'before SSA' (1999-01) and 'after SSA' (2002-04).

6. To investigate the impact of SSA on Dropout and Stagnation in standard wise.

7. To analyse the Dropout and Stagnation rates on the basis of Infrastructure Facilities of the schools.
1.4 NEED FOR THE PRESENT STUDY

For a longtime the problem of dropout and stagnation has been the grave concern of the educationists. The schools and many research institutes have taken the task of eradicating these evils in school life. The central and state governments have been keenly studying about the problems. The planning commission was also emphasizing on the problem of dropout and stagnation from its origin, from the first five-year plan. During 1951-56, the problem of dropout and stagnation was taken for thorough analysis. The other succeeding five-year plans also continued this work. More facilities have been extended to give due consideration for the constitutional direction of our nation. The targets for the fifth five-year plans are that facilities should be proved for the coverage of 100% of the children of the age group 6 to 11 and 60% of the children between 11 to 14 years. This increased in percentage when compared with the previous five-year plan denotes that facilities should be made accessible to 255 lakes more children.

It is not only important to see every child is to be enrolled in a school but it is essential to see that the progress regularly from year (to avoid stagnation) that does not leave the school until he completes the prescribed age or class (to avoid dropout). As is well known, the extent of dropout and stagnation in our system of education is very large. This would stress the need for the repeated study on these nation wide problems and find out solutions as a prophylactic measures.

Though the problem of dropout and stagnation is understood throughout the country, the nature, its magnitude and the causes differ from place to place in
the country. Recently the government of India has introduced Sarva Shiksha Abhiyan Programme (Education for All) to take education to the doorsteps of all the children who are not able to reach education including the children with disability. Having motivated by this basic idea, the investigator attempted to study the status of dropout and stagnation rates for six years (1999-2005) in two periods namely, ‘before SSA’ programme (1999-2002) and ‘after SSA’ programme (2002-2005).

1.5 SCOPE OF THE STUDY

In this study, an attempt was made to analyse the problem of dropout and stagnation at the middle school level. The study is carried out and continued in every corner of the country, where there is a school. Every area has its own peculiarities in the achievement of pupils in their education field.

The cause and results so formed may tend to be valid guidelines applicable to any area suffering from similar problems. Though there have been more studies and investigation on the problem of dropout and stagnation in India, during the past, this study would contribute to the present status after the implementation of the government’s programme such as Sarva Shiksha Abhiyan besides projecting the recent trend in the dropout and stagnation in middle schools.

1.6 LIMITATIONS OF THE STUDY

The findings of the study are confined to the 22 blocks of Coimbatore district of Tamil Nadu only.
1.7 RESEARCH REPORTING

This research work is reported in the five chapters.

1. The first chapter deals with definition, the background and need of the study, objectives of the study and scope of the study.

2. The second chapter deals with review of the related literature.

3. The third chapter gives a detailed account of research procedure followed in the construction of tools, selection of sample and mode of data collection.

4. The fourth chapter deals with the tabulation, analysis and the interpretation of the data in detail.

5. The fifth chapter reports the findings, certain recommendations and conclusion.

6. This is followed by the bibliography and appendices, which consist of the tools used for the study.