CHAPTER II

REVIEW OF RELATED LITERATURE
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2.1.0 INTRODUCTION

The purpose of the present investigation is to make a systematic study of the attitude of pupils, teachers and parents regarding the Sarva Shiksha Abhiyan, a programme recently developed to strengthen primary education and to universalise the primary education with the avowed aim of bringing every child to the school by the Government of India. The Nagapattinam Revenue District has been chosen as the area of investigation.

In order to investigate the problem on hand, the investigator reviewed the related literature to become familiar with the study. This helped the researcher to select appropriate title of the problem, and also to adopt the suitable design for the study. Further, it enabled him to understand the limitations of the previous studies and ensured better understanding of his research. With these objectives in view, the investigator reviewed some important studies conducted in the relevant and related areas.

A large number of studies were conducted both in India and abroad in the field of primary education, taking into account the various aspects of primary education, such as training of teachers, teaching methodology, infrastructure and basic amenities for primary schools, problems relating to wastage and stagnation due to dropouts, library facilities, preparation of instructional aids, in-service training for teachers, cooperation of the local community in the day to day affairs of the school and so on.

This study is considered to be important and necessary in the present context of primary education in India. Nearly five years have elapsed since the SSA programme was launched in Tamil Nadu and the time is ripe for evaluation of the scheme.
2.2.0 PRIMARY EDUCATION

The success and progress of any nation depends on the quality of education provided to the people. Again, the quality of education depends on the quality of the programmes developed and implemented in the most efficient manner. It is needless to bring home the importance of primary education as it forms the basis for further education at higher levels. It is important to study the attitude of the beneficiaries, namely the pupils, the parents, the teaching community in the proper perspective. The success of any programme at any level depends upon the right attitude to it by all concerned.

2.3.0 STUDIES RELATED TO ATTITUDE OF STUDENTS

2.3.1 FOREIGN SCENARIO

Abromitis, Barbara Steels, (1999) investigated an exploration of reading attitudes and literacy character identification in third graders. This study explored the attitude of third graders about reading, their ability to identify with a story character and the relationship that existed between these two variables.

The study revealed that girls were significantly more positive reading attitudes than boys. Significant differences in reading behaviours were also found among the groups.

Students with positive reading attitudes participated in more interactive reading behaviours, such as sharing and recommending books than their peers did. Students with negative reading attitudes did not often participate in reading activities on their own or in groups.

The influence of teachers and the literary environment of the school results in reading behaviours between individual schools.

Johnston, Barbara., (2000) investigated the effects of looping on parent involvement and student attitudes in Elementary Schools. There is national (USA) concern regarding the current academic achievement and social
adjustment of children and the apparent failure of the educational structure to address the issue successfully.

The study concluded that looping increases parent involvement and improves student attitudes in primary schools. Looping is also an effective classroom structure in the intermediate grades for improving parent involvement in school governance and attendance at parent education activities.

Manfredy, Gary Martin, (2000), a study on the impact of the GLOBE program on student’s attitudes regarding environmental issues. Objectives: A key objective in environmental curricula should be to instill responsible and concerned attitudes toward environmental issues. The development of personal attitudes is one form of evidence that the affective domain is being addressed.

Method: This study was undertaken to determine the impact of the GLOBE program (Global Learning and Observation to Benefit the Environment) on the attitudes of students toward environmental issues. Three hundred and five middle and high school level students from four states were surveyed to determine their attitude toward selected environmental statements. Results demonstrated that attitudes toward environmental issues of GLOBE students were significantly greater than non-GLOBE students. Additional analysis demonstrated that regardless of grade levels, gender, racial and ethnicity backgrounds, depth of GLOBE involvement, and degree of teachers’ GLOBE experiences, GLOBE students display similar levels of attitudes toward environmental issues. Establishment of a reliable Likert scale measurement instrument was accomplished. Permission to use an existing survey was obtained. Additional items were added to increase validity. Establishment of reliability was accomplished through a Guttman split half analysis of the piloted instrument. Through the use of factor analysis, four categories or sub groupings of attitudes were determined to exist. Reliability was established for the factors. Finding: These sub groupings were identified as personal commitment to environmental topics. These categories were a part of the analysis of four hypotheses.
Mahdavinia, Mehdi., (2000-2003) investigated an evaluative case study of UNICEF Global Education Project in Iran 2000-2003. In 2000, an evaluation of Iranian elementary education revealed that it did not successfully prepare students for the future. The failure was attributed to the teacher-centred, content oriented education system. In 2001, the Iranian Ministry of Education began a pilot project that introduced an alternative curriculum, known as Global education, a participatory and collaborative approach to learning, proposes a holistic curriculum that encompasses all dimensions of learning.

The results revealed that the pupils not only learned life skills and the importance of sustainability, but enjoyed the process. They also established relationships with their peers, parents and teachers.

However, the pupils, teachers and principals also found global education ambiguous. Teachers and Principals found it time consuming, hard to implement, and hard to explain to government officials. In addition, global educations’ philosophy and content hardly complied with Islamic teachings, the main focus of government policy-makers.

2.3.2. INDIAN SCENARIO

Aggarwal, Yash (1998) conducted “A National Trend Analysis” which was sponsored by NIEP in 42 districts of DPEP – Phase – I.

The following are the important findings of the investigation.

1. An additional 13.5 lakh children were enrolled in primary schools between 1995 and 1998, out of this 5.7 lakh children were enrolled during 1997-1998 alone.

2. The highest enrolment increase of 35.6 percent was in Assam followed by Haryana (15.9%) and Maharastra (14.6%) in 1996-1997. In 1997-1998, the highest increase in enrollment was in Madhya Pradesh (10.5%) among DPEP, Phase – I states.

Further, his survey revealed that
1. DPEP left an impact upon the whole primary education system of India.

2. Some states have decided to extent the new curriculum and textbooks developed under DPEP to Non-DPEP areas as well.

3. Alternative school system have been setup in some Non-DPEP districts based on the experimentation and experience of DPEP.

4. DPEP was able to fill teachers vacancies and rationalize teacher development.

5. DPEP interventions have resulted in children shifting from Private, Un-Aided Schools to Government schools.

6. Successful community awareness and mobilization campaigns under DPEP have contributed to significant accelerated increase in enrolment especially of girls.

7. Enrolment of girls has been higher in DPEP districts as compared to the Non-DPEP districts.

8. DPEP has increased research activity in the areas of primary education.

Radhanath Rath., (1998) in his article “People’s Commission for Universalisation of Primary Education” pointed out that for a successful teaching-learning programme for young children one teacher for each class is absolutely necessary. This would certainly necessitate urgent demand for appointment of adequate number of teachers so that the drop out rate in schools may be minimised.

Singh et al (1998) conducted an evaluation study on the implementation of the Education Policy of India, with special reference to Operation Blackboard scheme in Madhya Pradesh. For this purpose enrolment and attendance over years were examined. The study covered the periods from 1983-1984 to 1991-1992, thus covering both the pre and post operation Blackboard scheme periods.

The major findings of this study were as follows.
1. The average strength of the enrolment of students over the period has been steadily increasing with an annual average growth rate of 3.4 percent.

2. The discussions with the teachers and members of the community revealed that the Operation Blackboard scheme was not responsible for this growth. It was a general increase in awareness that influenced the enrolment.

3. The unreliability of the enrolment and attendance registers in some schools it was noticed that enrolment and attendance were shown higher to justify the existence of a school or appointment of additional teachers.

4. Despite the fact that infra-structure and other facilities have increased in the state, it was found that nearly two thirds of the schools had an average attendance of less than 50 percent. Over the years no perceptible improvement was noticed and no positive signals to be attributed to the Operation Blackboard scheme.

5. The programme endeavored to remedy as many inadequacies as discussed above in attendance rate. The operation Blackboard scheme as conceived by the Government of India is accepted by all concerned as a good scheme and they are for the continuance of the scheme. If the scheme is not very successful, it does not mean that the scheme has failed, but the implementation that failed the scheme.

Aggarwal Yash (1998) made a study on the impact of DPEP and NIEPA in access and retention. The study found that,

1. The DPEP Phase – I districts had vastly outperformed other districts in the country in enrolment from 1993-94 to 1996-97. The differential increase in enrolment was found in 4 districts where DPEP was introduced – Madhya Pradesh, Haryana, Maharashtra and Assam ranged from 3.7 percent to 16.8 percent. In Kerala and Tamil
Nadu where child population is declining the enrolment is also decreasing in DPEP districts.

2. The enrolment of students in 1996-97 in 39 out of 42 DPEP – Phase I districts increased by 630000. This was more than the All-India enrolment increase of 600000 during the said period.

3. The enrolment of girls in the Primary schools is faster than boys in many of the DPEP districts. Out of additional enrolment of 630000 in 1996-97, 51.5 percent (324000) were girls.

Gender based disparities in enrolment were insignificant in most of the project districts. No conspicuous disparity was witnessed in enrolment between scheduled caste and general population group.

Prakash et al (1998) investigated into the learners achievement during the Parse – I of the DPEP in 7 states. The study was sponsored by NCERT.

The study revealed

1. The learning scores of students in all project districts improved substantially both in language and mathematics over baseline of 1994. In many cases the achievement crossed the target of 25 percent.

Similar improvement was witnessed among children of Class III and IV aswell. The hike in achievement in language and mathematics in class I varies from 1% to 44% and in class III/IV, the increase varies from 1% to 25%. The average performance of students in class I in majority of the districts crossed 60% mark.

Yash Aggarwal (1999) studied the trends in Access and Retention in Primary schools in DPEP districts. He found out that the outcome of DPEP and other intervention in DPEP districts has been positive. The growth of enrolment in DPEP districts has been much higher than the national average for the period in question. However, the enrolment in class – I declined. The retention rates, both for boys and girls declined more sharply in 1997 as compared to any of
the previous years. They continue to be high, especially in the context of No-detention policy.

Accelerating programme implementation would improve gross enrolment rates/Net enrolment rate (GER/NER) especially in districts where the total project duration is five years instead of the normal seven years. The GER/NER, despite their usefulness suffer from many inadequacies, limit their application for educational planning.

A unique contribution of DPEP has large scale replication of alternative modes of education, especially meant for the children living in smaller habitations where opening of a formal primary school may not be possible.

A minimum 5 to 7% annual increase in enrolment through formal and alternative modes of education would be required in the next few years to achieve universal access specially in districts with low GER. This can be achieved by increasing participation of various social groups, on the one hand improving the internal efficiency, on the other. Continuous efforts are required for ensuring high quality of teaching-learning outcomes and developing strategies for sustaining the cost effective innovation. Strengthening and diversification of EMIS to meet the emerging needs would be a positive step in improving the quality of monitoring.

Indira (1999) conducted a study on fifty years of literacy development in Karnataka districts. The study revealed that the literacy level increased only by 36 percent during the past five decades, and the growth in literacy level is uneven. The backward districts remained backward and the gap between the highest literacy and the lowest literacy districts is widening. This means the opportunities within the state are not equally available to all regions while Bangalore urban, with 76 percent literacy, is heading towards technological development, in other districts like Raichur and Gulbarga 60 percent of the
population is still illiterate. It appears that Karnataka is in a paradoxical situation having both highly developed districts with high levels and districts with lowest literacy rates.

Singh (1999) made a comparative study on “Enrolment and Retention in Primary Schools under different primary education schemes in Rajasthan”.

The following are the important findings of the study.

1. Regarding enrolment and retention, there is an increase in enrolment number of Panchayat Samiti Schools (PSS) in all the districts but increase in enrolment ratio gender gap was found only in Jhalawar districts. Lok Jumbigh Pariyojana (LJP) showed increase in enrolment number and enrolment ratio and decrease in gender gaps in Jhalawar and Udaipur.

2. Shiksha Karmi Project (SKP) showed increase in enrolment number and enrolment ratio but gender gaps were constant in all the three districts.

3. School wise enrolment showed maximum students in LJP, but boys in PSS. Over all promotion rates in class I were same in all the schemes. A promotion rate for girls was the highest in SKP.

4. Dropout rates was the highest in PSS whereas repeaters were the highest in SKP.

5. Overall Retention, including transfers was more in SKP, whereas Retention was maximum in PSS and Retention was maximum in SKP.

6. Overall simple retention and Retention including transfer rate was the highest in Jhalawar area.

Tyagi S.K., Sundarshan Mishra (2000) in their comparative study on “Alternative school and Traditional school system concluded that, there is a need to change the venue of the school to some suitable place to increase enrolment and attendance of children of alternative schools. For this more
community involvement is required. The teacher should develop a rapport with the members of the community and explain to them the role they have to play for the improvement of the school. Disparity in enrolment of girls may be due to the illiteracy of the parents and members of the family of alternative schools, where educational facilities not available.

Manju Singh (2000) made a case study of Karmi Project – Confluence of Research and policy in development programmes. The interface of Institute of Development Studies, Jaipur (IDSJ) and Shiksha Karmi Project (SKP) has been a successful attempt towards the confluence of research and policy for development. The IDSJ has contributed distinctly to the concepts of decentralized planning and gender sensitivity and worked with SKP to weave these into the practical project. SKP has researched the doors of the people to help them realize the necessity of education but still has miles to go till the goal of Universalisation of Primary Education is achieved. There is still a necessity to go in depth regarding the understanding of socio-cultural and economic factors hindering the girl child education, suggest the remedies and weave them into SKP policy. Decentralized administrative management also requires a closer look from the point of view of support system provided to Shiksha Karmi and expectation of NGOs involved in SKP. More innovative inputs are required to weave enthusiastic and energetic. Continuation of primary and elementary schooling can be a hope for structural change and popular participation with equity and Justice as ideals. The active interaction between the two has resulted into various dimensions of endogenous development with local planning; implementation and evaluation of the programme taking into account the needs and input of local people. SKP is also an example of sustainable development with local planning; implementation and evaluation of the programme taking into account the needs and input of local people. SKP is also an example of sustainable development where in human resources became an integral aspect of the planning process. Involvement of research makes the research move applied and policy more down to earth or practical in the sense of benefiting those who are targeted and deserving.
Naresh Singh (2003) made a study of Universal Access, Enrolment and Retention of primary education in district Bulandshahr, Uttar Pradesh with special reference to Sarva Shiksha Abhiyan (SSA). Conclusion of the present study has provide rational approach for assessing the impact of Sarva Shiksha Abhiyan during the period 2002-2010 in respect of quantitative and qualitative improvement of primary education in the District. The issues have been analysed by observing classroom transactions. It has been observed that there is a further need of remedial measures to be undertaken by the school management / teachers/ community in this regard. Quality issues have been dealt with in respect of teachers’ / students, attendances, teaching learning process, home assignment, mid-day meals and stipend etc. which shows a significant development. It has also been revealed that there is a need to redefine and re-structure the role of Village Education Committees in the block.

Krishnamurthy, J., (2005) investigated into the “The Role of NGOs in Capacity Building and Educational Development in Cuddalore District of Tamil Nadu with a special reference to SSA programme.

The major findings are
1. Several NGOs were involved in the district to bring into main stream the out of school children to achieve the goal of universalisation of Elementary Education.
2. The dropout rate is higher for boys whereas it is lower for the girls.
3. The NGOs are able to reach out to the public in creating awareness with regard to universalisation of elementary education with certain limitations.

The major conclusions drawn are

1. There is a significant difference between primary school and middle school children with mild and moderate disabilities in their academic performance and peer group affiliation.
2. Psycho-physical developmental stages are significantly related to peer group affiliation and academic performance. Pre-adolescents have performed better than adolescents.
3. Factors, such as, family background, annual income, social community status and categories of disability have significant effect in the peer group affiliation, peer assessed behavioural characteristics and academic performance.
4. Socio-metric states of the disabled students have significant effect on academic performance and all the components of peer behavioural assessment.

Sundar I., (2005) made a study of the “Socio-Economic Analysis of School dropouts and Retention of Enrolment with special reference to primary education in Cuddalore districts in Tamil Nadu.”

The major findings of the investigation are as follows
1. Economic reasons in school dropouts are quite common in some blocks like Nallur, Mangalore where the scheduled caste population is predominant.
2. Due to the effective implementation of SSA scheme for girls education, the dropout rate of girl students has been reduced.
3. Infra-structure facilities are poor in some schools
4. The number of teachers in some schools is inadequate. It should be increased.
5. There is a lack of coordination among Village Panchyats, Parents-Teacher Association, NGOs and the Department of Education of the state government.

6. Poverty induced child labour practice prevents children from attending the school because of working hours.

Malathi Duraiswamy, (2006) conducted an investigation into the “Enrolment and Retention of Girls in Elementary Education in TamilNadu”. Her main findings are:

1. 68 percent of girls (5-15 years) in Chennai and 70 percent of girls (5-16 years) in Perambalbur were enrolled during the period of investigation (2006-2007)

2. The increase in education of mothers has resulted in the increase of the enrolment of girl children.

3. Percentage of dropouts is higher in Chennai than in Perambalbur District. Further, it is higher in the middle stage in both districts.

Parents and girl students aspire for higher education, but expressed the view that it should be need-based and relevant. They show more interest in learning employable skills and developing fluency in English Language.


The following are the main findings and conclusions.

1. Students of Standard I require more attention in Reading and Writing and teachers are to find innovative methods of imparting the skills in language.

2. More expertise teachers are required for teaching Mathematics.

3. Gender awareness and sensitivity to girls and proper attention towards them by teachers will promote their effective learning.
4. There is a significant reduction in gaps between social groups in their achievement level.

5. Significant reduction in gaps among Urban, Rural and Tribal areas is noticed in many districts.

6. Minimum infrastructure facilities are essential for every school.

7. There is imbalance in the availability of the teaching-learning materials.

*Teachers must be exposed to refresher courses more frequently involving participative and interactive methods.*


The major findings of the investigation are as follows.

1. A vast majority over 80% of student respondents listen to radio lessons and the percentage of non-listeners is on the lower side.

2. “Vindham Nerchu Kundham” became a popular programme.

3. All the schools have radio-sets. But in a few schools these were not working properly.

4. In general, the programme is interesting among students, who favoured the songs as most interesting.

5. Headmasters are positive about the radio lessons and expressed the view that they are in consonance with the teaching objectives.

6. Post broadcast discussions are a regular feature in the classrooms.
7. The programme improved the classroom attendance and also the academic atmosphere.
8. The teachers listen to the radio lessons and they admitted that they were informed about the programme beforehand.
9. A vast majority (82%) of the parents do not listen to the radio lessons.
10. Nearly 50% of the parents do not discuss with their children about radio lessons.

2.4.0. STUDIES RELATED TO ATTITUDE OF TEACHERS

2.4.1. FOREIGN SCENARIO

Wang, Cheng Li., (2000) studied the Elementary School Teachers’ attitude towards interdisciplinary curriculum in Taiwan, Republic of China. The following are the results of the study.

1. Teachers appeared to have a basic knowledge of an inter-disciplinary curriculum and varied from one another only in relation to different levels of education.
2. Teachers’ attitude towards inter-disciplinary curriculum was slightly positive and differed significantly depending on age, educational background and teaching experience.
3. A moderate correlation was found to exist between teachers’ knowledge and attitude towards inter-disciplinary curriculum.

Centeno, Colon, Sandra., (2002) made an investigation into the “Teachers attitude towards staff development programmes in Puerto Rico elementary schools of Blue Ribbon and Non-Blue Ribbon”.

The investigation revealed that there is a significant difference between the two types of schools. Teachers from Blue Ribbon Schools have an affirmative attitude towards staff development programmes.

Lippman, Linda Verrico, (2002) has studied the attitudes of teachers and district professional development administrators toward new teacher induction
programs in schools in Western Suffolk County, New York. The objectives of the study were new teacher induction programs provide the transition from learning to teach to teaching to learn. The elements of professional development of form, duration, collective participation, content focus, active learning, and coherence when evident in induction programs contribute to effective teaching. Method: This study compared the attitudes new teachers and administrators have towards the elements of professional development. The survey instrument was administered to 120 teachers and 13 administrators in 12 school districts. Both quantitative and qualitative measure were used to collect the data, which supported the need to provide new teachers with the elements of professional development essential to increase teacher performance and commitment. The main finding of the study is difference in attitudes between new teachers and administrators toward induction programs were revealed and illustrated the need for administrators to align induction programs to meet the needs of new teachers.

Young, William Ira, Jr., (2002) conducted an investigation into the “Parents and Teachers’ Perceptions of organisational culture in Middle Schools”. The major findings were:

1. There were significant differences between the perceptions of parents and teachers with regard to organisational culture in middle schools.
2. There were significant differences between the perceptions of parents and teachers regarding achievement culture in middle schools.
3. There were significant differences between the perceptions of parents and teachers in respect of collaborative team culture in middle schools.
Poonam Kumar and Anil Kumar, (2003) examined the effect of a web-based project on preservice and inservice teachers attitude toward computers and their technology skills. Objective: This study examined the effectiveness of a Web-based project in improving preservice and inservice teachers' attitude toward computers and their technology skills. Method: Thirty-one preservice and inservice students who were enrolled in a Special Education course participated in the study and completed pre and post surveys assessing their attitude toward computers and their proficiency in using technology. Findings: Results indicated that there was a significant improvement in students' attitude toward computers and their technology skills after completing the Web-based project. Student feedback provided after completing the project provides further insights about why attitudes changed. The findings of this study suggest that a single project can be effective in improving attitudes toward technology and building skills, if it is meaningful and useful.

Yang, Shu-dien., (2006) studied the Parents and Teachers perceptions of roles, effectiveness, and barriers of parent involvement in early childhood education in Taipei of Taiwan.

By and large, parents and teachers preferred direct involvement activities to indirect involvement activities. Parents were slightly higher than teachers in role preference for direct involvement. Parents rated themselves as being more effective in helping children through their participation in activities than teachers. Teachers also reported that parents have more barriers to involvement than what parents themselves perceived. The findings of this study offer possible insight to improve the home-school partnerships in early childhood education.

2.4.2. INDIAN SCENARIO

Manjula, P. Rao et al (1998) made a study of “Andhra Pradesh Primary Education Programme”. Her first finding was the spot training programme had no impact over the academic awareness of teachers belonging to some centres in chittoor and Godavari districts.
The next finding was there is a significant relationship between perceptions of teachers about-spot training programme and their classroom practices.

Anindita Chakrabarti, Niharika Banerjea, (2000) made a case study on “Primary Education in Himachal Pradesh: Kinnaur District”.

The findings of the survey suggest that in comparative terms, Kinnaur represents a ‘success-story’ in the field of primary education, taking into consideration the All-India situation and the fact that Kinnaur is a rural and remote district.

There are primary schools in all villages though infrastructure facilities are less than adequate. Both teacher and student absenteeism is very low and there is no effort of agricultural cycle on school attendance.

There is no discrimination against the girl child or scheduled caste children so far as access to primary education is concerned. The increase in the female literacy rate during the period of this study is double the female literacy during the period 1981-91. (from 20.11% to 42.04%) This absence of any noticeable bias along the lines of gender and caste has definitely helped the literacy rate to increase.

Ramana K.V. (2000) investigated into the “Attitude of Teachers towards Teachers’ Centres”.

The following are the main findings of the study.

1. The teachers working both in urban and rural areas had the similar opinion towards teachers’ centres.
2. Female teachers had a positive attitude towards Teachers’ centres, as they found them very useful to teachers in enriching their professional competency.
3. No significant difference was found between teachers holding TTC (Teacher Training Certificates) and B.Ed., Degree qualification with regard to teachers’ centres.

4. Teachers with more teaching experience had positive opinion on Teacher’s centres, as they found the activities conducted in them were very helpful.

Rashmi, Agarwal and Tarun, Rashtriya, (2002) have studied the attitude of teachers towards orientation programmes of ASCs. The study is focused upon the attitude of higher education teachers participating in the orientation programmes conducted by various academic staff colleges (ASCs) of Northern India. Method: Descriptive survey method was adopted in the study. Sample was selected through random sampling technique. The study was conducted over 156 tertiary teachers participating in one orientation programme each of 5ASCs. A self made tool orientation programme attitude sale was used to assess the attitude towards various aspects of orientation programme 't' test and one-way analysis of variance (ANOVA) was used to analysis the data. The major findings of the study are the results showed that (1) in general, the teacher participants have neutral attitude towards the orientation programmes.

However, percentage of teachers favouring these courses in higher than those showing unfavourable attitude. (2) Attitude of teachers towards various aspects of orientation programme is not affected by their gender. (3) There is a significant effect of teaching subject stream on the attitude of teachers towards orientation programme. Teachers of social science tend to be disposal more favaourable towards these courses in comparison to teachers of sciences and humanity. (4) Length of teaching experience is not a factor of teachers attitude towards orientation programme. Both fresh and experienced teachers are equally disposed towards these courses.

Reddy, V. Sudhakara and Jyothi, M. Nirmala (2002), studied attitude of teachers trained through correspondence mode. Objectives: (i) To study the attitudes of teachers trained through correspondence mode; (ii) to find out the gender difference in the attitude of teachers trained through correspondence
mode for B.Ed. course through distance education; and (iii) to find out whether teachers with undergraduate and postgraduate qualifications trained through correspondence courses differ with regard to their attitude towards teachers’ training through distance education. Method: The sample consisted of 200 teachers who completed B.Ed. course through correspondence from Sri Venkateswara University, Tirupati selected through systematic stratified random sampling procedure. A three point attitude scale with 67 statements developed by the investigators was used for the data collection. The collected was analysed with t-test, ANOVA and percentage. Findings: (1) All the teachers were processing favourable attitude towards B.Ed. through correspondence course. (2) Men and women teachers were found to be significantly different in their attitude towards B.Ed. through correspondence course as women teachers were having positive attitude whereas men teachers were having neutral attitude. (3) It was found that qualification did not have any effect on the attitude of teachers as there was no significant difference found in the attitude of the teachers with regards to undergraduate and postgraduate qualification. The study cites 11 references.

Reddy, D.V. (2004) studied attitude towards value oriented education in primary school children in chittor district. Objective: Compare attitudes of urban and rural teachers and of government and private school teachers towards value oriented education. Method: The study was based on a sample of 300 primary school teachers from the Chittor District. A questionnaire of Attitude Scale was used for data collection. Standard Deviation and t-test were employed in analysis. Findings: (1) There is significant difference between rural and urban Primary school teachers. (2) There is no significant difference between government and private primary school teachers. The study cites 3 references.

Viswanathan G., (2005) studied the “Evaluation of Block Resource Centres (BRCs) functioning in Cuddalore and Villupuram districts in Tamil Nadu”.
The following are the findings.

1. The BRCs in Cuddalore and Villupuram districts are functioning very effectively and hence highly appreciable.

2. The perceptions of Urban and Rural Primary teachers regarding Block Resource Centres are high and equal.

3. No significant difference is noticed between male and female teachers with regard to their perception about the functioning of Block Resource Centres.

4. Teachers belonging to different age groups do not significantly differ in their perceptions.

Ratna Kumari S., (2006) made a study of “Evaluation of the Impact of training given by DIET to In-Service Teachers”. The study was organised by the Department of Human Resource Development and Family Studies, College of Home Science, Acharya N.G. Ranga Agricultural University, Saifabad, Hyderabad. The study was conducted in 9 districts in Andhra State.

The following are the major findings of the research.

1. The number of training programmes organised in an academic year to the teachers should be reduced. Only one or two programmes a year are enough. These programmes should be conducted at the beginning of the academic year so that they can be implemented all along the year effectively.

2. Teachers should not be given other duties like collection of census data participation in pulse polio and election duties etc.

3. Monitoring of the CLIP programme improved a lot due to which accountability and responsibility at all levels increased.

4. The performance of children has increased after the CLIP was implemented. The programme should be continued and extended to all children.
5. Infra-structure facilities should be provided, like O.H.Ps, TV, Computer, Xerox machine etc. to make the programme more effective.

Keisham Shitaljit Singh (2008) made a study on the "Attitude of Primary School Teachers towards environmental Education"

The followings are the important findings of the investigation.

1. It has been found a significant difference in the attitudes towards environment at education between govt. and private school teachers. It is also important to note that the SD of govt. primary school teachers is 29-29 and it indicates a greater variability among the teachers of govt. primary schools towards the attitudes of environmental education than the teachers of private primary schools (SD=9.92)

2. No significant difference between male and female teachers of government primary schools has been found towards the attitudes of environmental education. There is similar variability between male and female teacher of govt. primary schools.

3. There is a significant difference between male and female private primary teachers towards the attitudes of environmental education and it also has a larger variability among the female teachers (S.D. = 38.41) than the male teachers (S.D. = 13.85)

4. The result indicates a significant differences between the male teachers of government and private primary school towards the attitudes of environmental education. The larger variability towards this attitude have been found among male teachers of private primary schools (S.D.=13.85) than the male teachers of government schools (S.D. = 9.92)

5. There is also found a significant differences between female teachers of government and private schools. The greater variability in this attitude is also found among the female teachers of private
schools (S.D. = 38.41) than the female teacher of government schools (S.D. = 9.88)

2.5.0. STUDIES RELATED TO ATTITUDE OF PARENTS

2.5.1. FOREIGN SCENARIO

Sarva Shiksha Abhiyan is an unique programme developed in India by Indian educationists to solve a problem which is peculiar to the present Indian context. The aim is to universalise education, equalise educational opportunities, to improve the standard of education at primary school level to make education meaningful and joyful at primary level. Hence one cannot expect a foreign country to develop a programme similar to it. But, however, certain researches conducted in other countries may not be irrelevant to our present research. Certain researches conducted abroad may throw some light for the purpose of comparison and for improvement.

Paterson, Nancy L., (1998) investigated the relationship between teachers and parents. Three case studies were undertaken by the investigator. Parent – Teacher collaboration requires both responsibilities in the relationship between them, built on mutual trust and respect.

At a time when education reform priorities are calling for greater parental involvement in education, repeated surveys of American teachers indicate that teachers view parents as their foremost profession-related problem.

The perceptions of many parents reveal that their desire for involvement and their voices in the process are ignored and rejected by teachers. The study also revealed that little empirical attention has been given to the underlying relationship characteristics of parent-teacher partnership for parent involvement.

Upton, Karen L., (1999) investigated the parental involvement in private schools. Her study brought to light that parent involvement is beneficial to students, teachers and management. Studies had also shown that students are
stronger academically, emotionally and socially when parents are involved in the educational process of the school. Successful parent involvement programmes should be encouraged. Private schools ranked vision, communication and school climate as most important in a successful parent involvement programme.

Trevino, Robert Edward.,(2000) investigated into the Parent involvement and Student achievement. This is a study of Mexican-origin families of migrant high achievers.

The study affirms the fact that there is a strong relationship between active parents and superior student achievement. In these families education is the top priority for everyone and guides practically all family decisions. Again, parents involve themselves only in activities that have a direct and beneficial impact on their child’s achievement.

Hynes, Michael J., (2006) investigated Parental Involvement in middle school education. The perceptions and practives of African American parents in a Long Island middle school were studied. Parental involvement includes the following: Parenting, communicating, volunteering, learning at home, decision making and collaborating with the community.

All parents in this study agreed that parenting is an activity which is very important and valued in practice. This study, further more, indicated minimal dissonance of cultural dismatch between the African American parents and the school. Although the parents perceived the supportiveness of the school they also mentioned at times it did not meet all of their needs.

The parents in this study had similar views for parental involvement which included establishing relationships with school personnel, parent-child discussions and interactions about school related issues, parent support for the child both academically and emotionally, and home-work assistance. A majority of the parents perceived minimal ideational or unintentional barriers at the middle school study site.
Wells, Steven P., (2006) studied Foster Parents and parental involvement in the education of children in foster care. The sample consisted of foster parents who parented children in foster care under the auspices of the Oklahoma Department of Human Services, Children and Family Services Division. These foster parents were reimbursed for the care of children in their homes and the case of children between 6 and 12 years.

The foster parents reported that, in fact, they participated in parental involvement activity at moderate level and supported a partnership focused role with schools in addressing the educational needs of children in foster care. In their role, they were moderately supported by their social environment, especially from sources representing entities from professional and spiritual guidance.

2.5.2. INDIAN SCENARIO

Mahanta, A., and Dutta I., (1998) undertook an investigation into the “Retention of Literacy Skills by the Neo-literates of the Sipajhar Block of Darrang district in Assam”. Retention of literacy skills by the neo-literates is by far one of the less focused problems, but it is a major problem area of the total literacy campaign.

Some of the major findings of the study were

1. The text scores of the present evaluation was found to be highly satisfactory. Out of 76 learners 13 scored 100% while 26 scored 95% and above. Only 7 neo-literates scored below 75% out of the 76 learners tested 66 learners have reached the prescribed norms of NLM, which accounts for nearly 87%.

2. The mean scores of the learners, who work for longer hours is found to be higher. This may be because most of the learners who work for longer hours are women. Although the women remain busy for the whole day in household chores, weaving, bamboo-works and other activities, are physically not as exhausted as their male counterparts,
who after commuting to the field and working under scorching sun, get physically drained by the time they reach home and their mental set up for study no longer exists.

Raghavesh, V., and Chandraiah J., (1998) conducted studies on local communities in the school education system, Andhra Pradesh revealed that functioning of school education system becomes more effective by ensuring active participation of local communities and by empowering the parents of the children.

Their studies also revealed that Parent-Teacher Associations, School Committees, Panchayat Education Committees and Mandal Education Committees go a long way in the effective functioning of the school education system.

**EDUCATION FOR ALL, MEETING OF THE INTERNATIONAL CONSULTATIVE FORUM - 2000**

The following are the goals fixed by the International Consultative Forum – 2000.

1. Early childhood Education
2. Improving Schooling
3. Improving Non-Formal Education Programmes
4. Financing Quality Education

The following Resolve was taken by EFA to be achieved by 2000 AD.

1. Highest Priority to be given to Primary and Adult Education.
2. Major efforts to be taken to mobilize resources for education.
3. Optimal utilisation to resource to be ensured.
4. Outlay for education to be increased from 2.7 of GNP.
5. Decentralisation and community participation to become the basis for educational development.
Mohanasundaram K., and Kannan R., (2001) in their article “Socio-Economic status and Attitude of Parents towards women’s Education” have found out that men and women parents do not differ in their attitude towards women’s education. Further, both have favourable attitude towards women’s education.

Their research also revealed that locality, namely, rural and urban has significant influence on their attitude, for urban parents have better and higher attitude than rural parents regarding girls education. Income of parents has no significant influence on their attitude towards this problem.

Kunjari, William Dharmaraja B., and Munisamy M., (2002) made a study on the “Community Participation in Elementary Education”. They concluded that to attain universalisation of Elementary education, different sectors of the community should work in collaboration with each other. Community participation is imperative to ensure effective functioning of the school and for promoting accountability of the teachers to improve the academic standard of the school.

2.6.0 CONCLUSION

The review of the related studies enabled and enlightened the investigator to have better understanding and perspective of the problem on hand. The researches conducted in India, especially in Tamil Nadu in the are like DPEP (District Primary Education Programme) and OBB (Operation of Black Board scheme) have brought to light several findings which were useful and helpful for the researcher. Further, it was found that no investigation has been attempted so far in India to make a comparative study of the attitude of the students, teachers and parents towards the National programme of SSA. This prompted the present investigator to take up a research pertaining to the attitude of these three groups.